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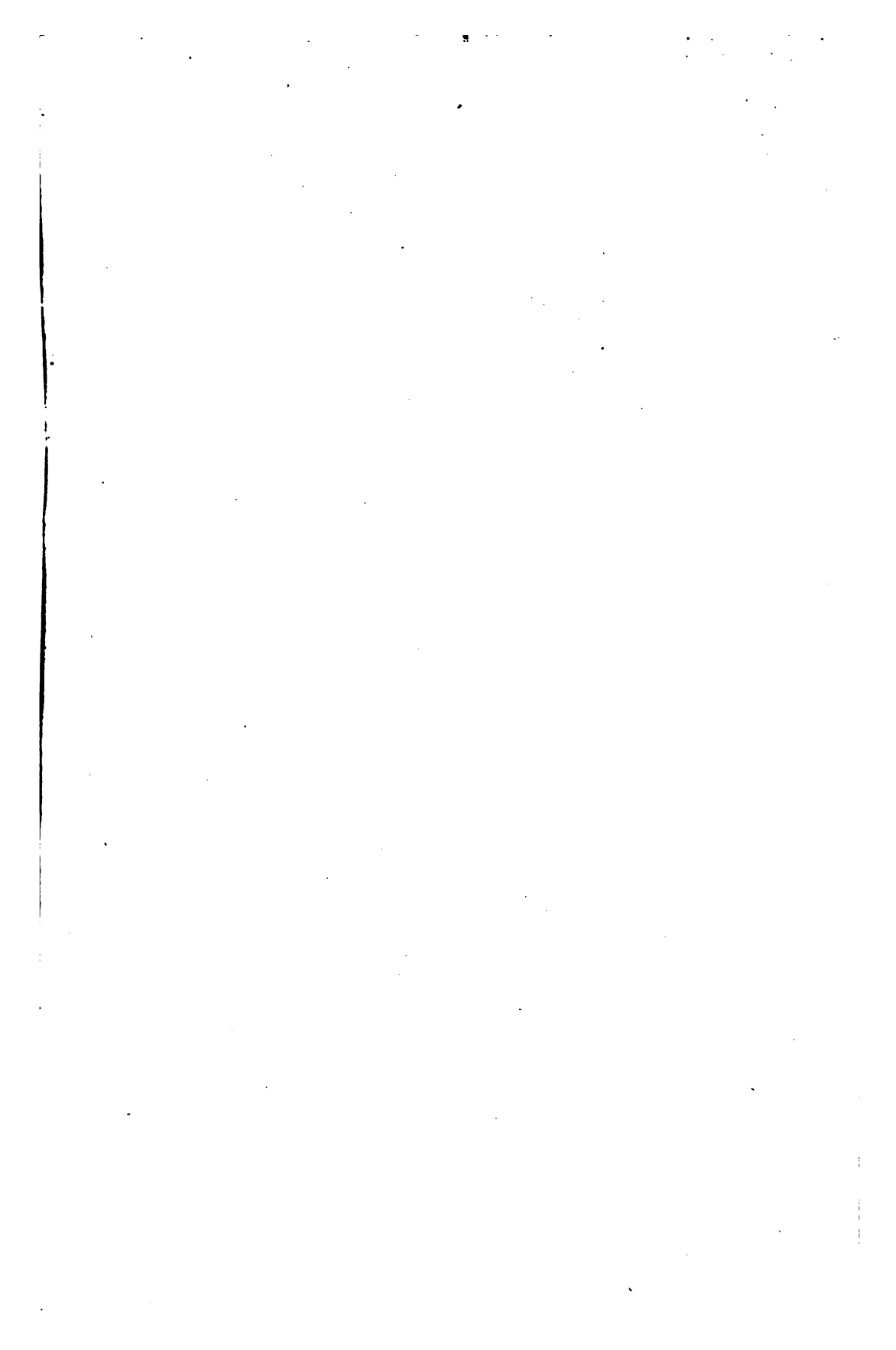
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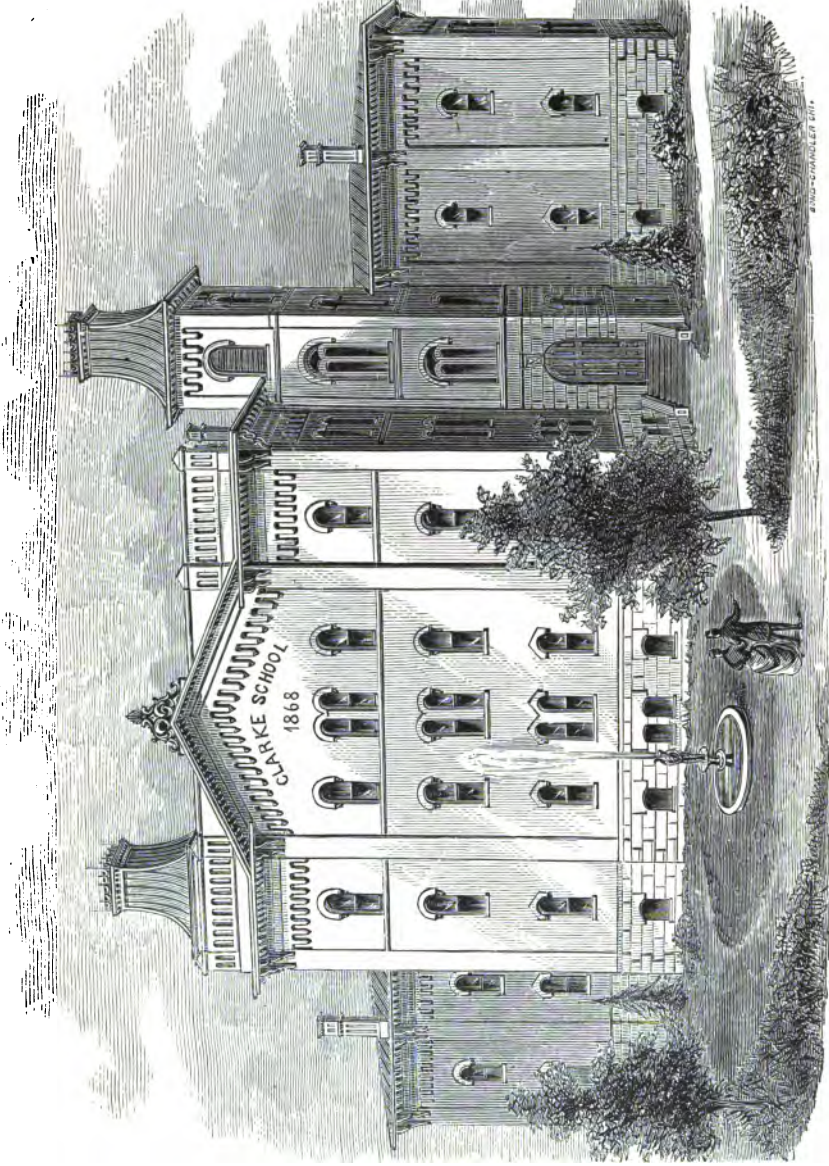
ANNUAL REPORT

OF THE

BOARD OF EDUCATION.







**CLARKE SCHOOL,**  
*Reuben Street, between Sampson and Halsted Streets.*

UNITED STATES DEPARTMENT OF AGRICULTURE

ANNUAL REPORT

Fifteenth Annual Report

1899

BOARD OF EDUCATION

YEAR ENDING JULY 1, 1899

CHICAGO

CHICAGO:

JOHN C. GOODMAN AND DONNELLEY, PRINTERS,

33 and 35 Dearborn Street.

1899



DEPARTMENT OF PUBLIC INSTRUCTION,  
CITY OF CHICAGO.

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**Fifteenth Annual Report**

OF THE

**BOARD OF EDUCATION,**

FOR THE

**YEAR ENDING JULY 3, 1869.**

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**CHICAGO:**

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1869.



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# BOARD OF EDUCATION.

*Office: Nos. 76 and 78 LaSalle Street.*

S. A. BRIGGS,  
*President.*

R. M. GUILFORD,  
*Vice-President.*

WARD.	NAME.	ADDRESS.	TIME EXPIRES.
I.	JOHN WENTWORTH, -	45 LaSalle Street, - - -	1872
II.	WILLIAM H. CARTER, -	Board Public Works (Room 6),	1871
III.	WILLIAM H. KING, -	39 Clark Street, - - -	1872
IV.	SAMUEL A. BRIGGS, -	105 Monroe Street, - - -	1870
V.	JOSEPH F. BONFIELD, -	Portland Block (Room 16), -	1870
VI.	JAMES T. HEALY, -	121 Twelfth Street, - - -	1872
VII.	JOHN D. TULLY, - -	159 W. Twenty-second Street, -	1870
VIII.	DAVID WALSH, - -	S. W. cor. Lake & LaSalle Sts.,	1873
IX.	JOHN MACALISTER, -	McVicker's Theatre Bl'dg. (R. 1)	1873
X.	CHARLES N. HOLDEN, -	15 S. Wells Street, - - -	1871
XI.	LESTER L. BOND, -	Reynolds' Block (Room 38), -	1870
XII.	JEREMIAH B. BRIGGS, -	159 S. Water Street, - - -	1871
XIII.	RANSOM M. GUILFORD, -	47 River Street, - - -	1871
XIV.	EBEN F. RUNYAN, -	Metropolitan Block (Room 12),	1870
XV.	CHARLES WUENSCH, -	165 Milwaukee Avenue, - - -	1873
XVI.	CURTIS C. MESERVE, -	1 Clark Street (Room 2), -	1872
XVII.	THEODORE SCHINTZ, -	102 Washington Street, - - -	1873
XVIII.	ROBERT CLARK, - -	99 Erie Street, - - -	1873
XIX.	SAMUEL SHACKFORD, -	316 N. LaSalle Street, - - -	1872
XX.	CHALKLEY J. HAMBLETON, -	Larmon Block (Room 20),	1871

## OFFICERS OF THE BOARD.

JOSIAH L. PICKARD, - *Superintendent of Public Schools.*  
GEORGE D. BROOMELL, - - *Assistant to Superintendent.*  
SHEPHERD JOHNSTON, - - *Clerk Board of Education.*  
CHARLES C. CHASE, - - - - *School Agent.*  
JAMES WARD, - - - - *Building and Supply Agent.*  
GEORGE L. LORD, - - - - *Assistant Clerk.*  
JOHN A. GUILFORD, - - - - *Messenger.*

## STANDING COMMITTEES.

### *Buildings and Grounds:*

BONFIELD, MESERVE, AND RUNYAN.

### *Finance and Auditing:*

SHACKFORD, CARTER, AND BOND.

### *Text-Books and Course of Instruction:*

MACALISTER, SHACKFORD, AND HEALY.

### *Rules and Regulations:*

CARTER, CLARK, AND TULLY.

### *Apparatus and Furniture:*

BRIGGS (J. B.), WALSH, AND CLARK,

### *Examination of Teachers:*

KING, HOLDEN, GUILFORD, HAMBLETON, AND  
THE SUPERINTENDENT.

### *Appointment of Teachers:*

BRIGGS (S. A.), HOLDEN, AND HAMBLETON.

### *Fanitors and Supplies:*

MESERVE, MACALISTER, AND WENTWORTH.

### *Medals and Rewards:*

CLARK, TULLY, AND MESERVE.

### *German:*

WUENSCHKE, SCHINTZ, AND CLARK.

### *Salaries:*

RUNYAN, BONFIELD, AND BRIGGS (J. B.).

### *Publication:*

HEALY, KING, AND GUILFORD.

### *Music:*

BOND, WUENSCHKE, AND SCHINTZ.

### *Evening Schools:*

WALSH, WENTWORTH, CARTER, HEALY, SHACKFORD,  
MACALISTER, AND RUNYAN.

### *Judiciary:*

HOLDEN, WENTWORTH, AND BOND.

### *School Fund Property:*

HAMBLETON, RUNYAN, KING, CARTER, AND GUILFORD.

### *High School:*

SCHINTZ, HOLDEN, AND KING.

## COMMITTEES

### ON DISTRICT SCHOOLS.

<i>Dearborn School,</i>	-	-	-	-	BRIGGS (J. B.)
<i>Jones School,</i>	-	-	-	-	CARTER.
<i>Scammon School,</i>	-	-	-	-	BOND.
<i>Kinzie School,</i>	-	-	-	-	CLARK.
<i>Franklin School,</i>	-	-	-	-	SCHINTZ.
<i>Washington School,</i>	-	-	-	-	HAMBLETON.
<i>Moseley School,</i>	-	-	-	-	WENTWORTH.
<i>Brown School,</i>	-	-	-	-	WALSH.
<i>Foster School,</i>	-	-	-	-	GUILFORD.
<i>Ogden School,</i>	-	-	-	-	SHACKFORD.
<i>Newberry School,</i>	-	-	-	-	MESERVE.
<i>Wells School,</i>	-	-	-	-	RUNYAN.
<i>Skinner School,</i>	-	-	-	-	HOLDEN.
<i>Haven School,</i>	-	-	-	-	KING.
<i>Cottage Grove School,</i>	-	-	-	-	BONFIELD.
<i>Holden School,</i>	-	-	-	-	HEALY.
<i>Holstein School,</i>	-	-	-	-	CARTER.
<i>Dore School,</i>	-	-	-	-	MACALISTER.
<i>Carpenter School,</i>	-	-	-	-	WUENSCH.
<i>Hayes School,</i>	-	-	-	-	RUNYAN.
<i>Clarke School,</i>	-	-	-	-	TULLY.

### ON PRIMARY SCHOOLS.

<i>Pearson Street Primary School,</i>	-	-	SCHINTZ.
<i>Elizabeth Street Primary School,</i>	-	-	HOLDEN.
<i>Rolling Mill Primary School,</i>	-	-	MESERVE.
<i>Walsh Street Primary School,</i>	-	-	WALSH.
<i>Mitchell Street Primary School,</i>	-	-	GUILFORD.
<i>Elm Street Primary School,</i>	-	-	SHACKFORD.
<i>Wentworth Avenue Primary School,</i>	-	-	KING.
<i>North Branch Primary School,</i>	-	-	HAMBLETON.
<i>Blue Island Avenue Primary School,</i>	-	-	MACALISTER.
<i>Cicero Primary School,</i>	-	-	RUNYAN.
<i>Calumet Avenue Primary School,</i>	-	-	HAMBLETON.
<i>LaSalle Street Primary School,</i>	-	-	MESERVE.

## CITY OF CHICAGO.

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At a meeting of the Board of Education, held  
June 29, 1869:

The Committee on Publication was authorized  
to print Five Thousand copies of the Fifteenth  
Annual Report and Rules of the Board, for dis-  
tribution.

S. JOHNSTON, *Clerk.*

REPORT  
OF THE  
PRESIDENT OF THE BOARD.



## REPORT.

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### *Gentlemen of the Board of Education:*

ONLY ten years have elapsed since the President of this Board first made a report of the progress of the schools for the year then just past, and presented his suggestions for the work of the year to come.

Meanwhile the city has enlarged in area from fifteen square miles to thirty-eight, and increased in population from fifty thousand to three hundred thousand inhabitants.

Her schools were then thirteen in number, employing one hundred and one teachers, with an average enrolment of 5,516 pupils. The present year closes with thirty schools, employing four hundred and seventy-nine teachers, with an average enrolment of 22,838 pupils.

At that time the total expenses of the schools were \$70,000, distributed as follows: Salaries of teachers and superintendent, \$43,000; incidentals, \$12,000; rent of buildings, \$15,000.

The total expenses of the current year have been \$746,320, divided as follows: Salaries of teachers and superintendent, \$353,815; other current expenses, \$100,120; for permanent improvements, \$292,385.

To secure the most economical expenditure of so large an amount of money, and to prevent waste, requires the utmost care and scrutiny. It should be a source of great gratification and thankfulness, that we are able to present to our constituents a report in which exists so much that is commendable, so little that is deserving of censure.

We have added to our school accommodations during the year 4,872 seats; by the erection of the Clarke, Franklin, and Hayes houses, each 945 seats, and the Elm Street and Wentworth Avenue Primaries, each 512 seats, together with 1,013 seats in additional rented rooms; increasing our corps of teachers 78.

We have also contracted for full sized buildings upon the Forest Avenue and Larrabee Street lots, and for twelve-room Primary buildings on the LaSalle Street and Mitchell Street lots. These will be ready for occupancy during the coming school year.



There has been a wide spread misconception on the part of the public in general, induced by the erroneous representations of the Press, regarding the policy of the Board in the erection of school buildings. We have been accused of squandering the public moneys in the erection of "Seventy Thousand Dollar Palaces," in places where half that sum would go just as far in furnishing seats to the thousands of children now denied admission to our schools for lack of room. The great difficulty of procuring school sites of sufficient dimensions, with clear titles, at judicious prices, in thickly settled localities, and the requirements of the rapidly growing sections upon our outskirts in every direction, have prevented the Board from fully developing its policy, and have given a show of color to a charge which has no foundation in fact.

While educators differ as to the exact number, it is admitted by all, that economy of classification and of means requires, in cities organized like ours for school purposes, the concentration in one school of not less than eight hundred pupils of all grades, and many able teachers place the minimum at a higher figure. In our schools we place sixty-three pupils under the charge of each teacher; a number so large as to be excusable only

by the pressing demands upon us for seats, and greater than in any other large city in America.

In earlier years, when our school buildings were built year by year, by the taxes directly raised for the purpose, which were of necessity small, while the needs of the rapidly growing city were large, the Board was forced to erect such buildings as would afford the greatest number of seats for the least possible amount of money, and we have, as the result, the cheap wooden structures now so rapidly going to decay. Nor was this perhaps so objectionable since the accommodations must be furnished, and no authorities could have been found willing to assess a direct tax sufficient to provide more substantial buildings. The taxes were light, and the buildings ephemeral, but the people received what they paid for.

For the last few years the conditions have been reversed. In the first report of President Holden to this Board he said:

“We have school property, paid for by tax, valued at eight hundred thousand dollars, and while the city has borrowed money for many public purposes, it has never borrowed for school purposes. I see no good reason why those of to-day should be over-taxed to purchase lots that are to double and treble in value, and to erect permanent buildings, to be used for the next

twenty to fifty years, while those who come after us, more able to bear the burden than we of to-day, are to enjoy them without cost."

At the next succeeding session of the Legislature, largely through the determined efforts of our late lamented member, Moses W. Leavitt, authority was given the city to issue bonds for the erection of school buildings and the purchase of sites; and the line of policy indicated above has been pursued—sites have been purchased, and buildings erected, with the proceeds of bonds, the interest of which is payable semi-annually; but the bonds themselves are not due for twenty years. The people of to-day have been taxed to pay the salaries of the teachers, and the other current expenses of the schools, and the interest on the bonds—or, in other words, the current expenses of the schools, *and the rent of the buildings they occupy*. The people of the next generation will pay for these buildings, *and use them*, when the bonds mature. The increased value of the sites will more than counterbalance the deterioration of the buildings.

Shall we then erect temporary structures, which will become worthless before the twenty years shall roll away, or shall we so build that when our successors pay the debt they will possess solid,

substantial buildings, worth, with the sites, more than they will then have cost? What opinion would they have of our fitness for the positions we hold if we were to hesitate for a moment as to the policy to be pursued? Assuming that the question admits of but one answer, let us turn to the question of present economy.

The general policy of the Board is to erect in each district, as near the centre as possible, a large building, to accommodate one thousand pupils, as a nucleus, and then to concentrate around it, in different parts of the district, Primary buildings as feeders to it. The recent extensive additions to our territory have obliged us to lay out an unusual number of new districts, and thus the larger buildings have numbered nearly as many as the smaller, instead of being in the ratio of one to four or five, as will be the case now that this demand has been met. But admitting that no such exigency had existed, and the Board had built only the larger buildings, even then, though we might have been liable to censure for creating large districts, and requiring pupils to travel long distances, a charge of extravagance would not hold.

For such a building, on the most modern plan, would be three stories high, and would cost, at present prices, complete, heated with the most approved steam apparatus, - - \*\$60,000

The average price of our school lots where

such a building is needed, is - - 20,000

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Total cost for one thousand pupils, \$80,000

Or, if heated with furnaces, - - 75,000

A substantial brick building, of the plainest style, built to accommodate five hundred pupils, will cost, at present prices, furnished complete, and heated with furnaces, about - - \$25,000

The same lot upon which we should put

the larger building will be required for

the smaller, say, - - - 20,000

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Total cost for five hundred pupils, - \$45,000

\* The Clarke and Franklin school buildings, completed during the present year, were considerably more expensive than this, though not enough to make the larger building cost more than double that of two smaller ones. But prices were relatively much higher when the contracts for these buildings were let than now, and there were some special circumstances attending their erection which largely increased their cost. The Franklin had large extras, caused by changes in the plan, and was also faced with expensive brick. The natural surface of the prairie at the Clarke School is six feet below the street grade, which necessitated twelve feet of solid masonry below the first floor. Again the cost was considerably increased by the inaccessibility of its situation.

The two buildings now being erected will not reach my estimate.

So that the larger buildings are absolutely more economical by from 12½ to 20 per cent., depending upon the manner of heating them, than the two smaller ones required to furnish the same amount of accommodation. Instead of the charge of lavish expenditure being true, the very reverse is the case, and there is no city in the Union where school buildings have been constructed with the same regard for economy as in Chicago.

The Wells Grammar School house, the last Boston building, cost upwards of \$80,000, and accommodates but about 500 pupils. The *Massachusetts Teacher* reports Mr. Philbrick as stating that over a million of dollars will be expended upon school buildings in that city during the current year, and that equally serviceable buildings could be erected for half the price, if the costly pressed brick, of which they will be built, were dispensed with, and only simple or rustic ornaments used. The Thayer Street School house, erected last year in Providence, cost the city \$120,000, and will seat only 600 pupils, while in convenience of its interior it is far behind any of our houses built during the last two years. Another, now building in the same city, is expected to exceed the former in cost, and will accommodate the same number of pupils.

While in other cities the effort has been to

adapt the school buildings to their surroundings, and to produce artistic and ornate structures, frequently regardless of expense, we have rigidly required of our architects the severest stiffness of outline, and have tolerated no expense not absolutely necessary to furnish the required arrangement of the interior.

Our studied plan has been to produce buildings with conveniently arranged interiors, and we have paid no attention to external architectural effect. So far as arrangement is concerned there is but one serious defect—we have not a single house which contains a hall sufficiently large to seat, at one time, every child in the school.

In the Dearborn, Jones, and Kinzie Districts our public school system has lost and is continuing to lose favor with the better class of citizens, on account of the long continued failure of this Board to provide decent and respectable school accommodations. Ten years ago the President in his report, referred to these as “very unsuitable for school purposes now, and daily becoming more so,” and his successors have repeatedly urged the necessity of immediate action.

The following table, showing the number of pupils attending these schools from the east and the west of Dearborn Street, respectively, is the

strongest argument I can advance in favor of a better class of buildings therein:

				East of Dearborn.	West of Dearborn.
Kinzie School,	-	-	-	100	1,032
Dearborn School,	-	-	-	110	520
Jones School,	-	-	-	328	764
				<hr/>	<hr/>
				538	2,316

The patrons of these schools may be divided into two very unequal classes: those who, from lack of means, are compelled to send to them or keep their children at home, and the few who, at great sacrifice, support them from a desire to sustain the system. No portions of the city are more heavily taxed than these; no portions have such an utter lack of accommodations. In our suburbs, for those who bought lots there because they were cheap, and who, with the cheap homes, were willing also for a time to be deprived of water, gas, pavements, and sewers, and to be content with moderate school privileges, we have furnished school accommodations unsurpassed in any city in America, while in the heavily taxed central districts, those who have helped to provide the accommodations of the suburbs, have been forced to send their own children to private schools, because they dared not risk their health



in the wretched barracks we still, in these districts, call school-houses.

The reason the Boston public schools stand so high in the estimation of her own citizens is that every class of the community has patronized them generation after generation. Said the Rev. James Freeman Clarke, in his speech at the Annual School Festival in July last:

“I thank God for the public schools of Boston, of Massachusetts, of New England, and of the United States. The only school I ever went to in my life was one of Boston’s public schools, the public Latin School. My father went to it before me, and my grandfather before him. Therefore I ought to be thankful for the public schools.”

To make our own schools thus successful we must make them thus popular, and to make them thus popular they must approximate in their appurtenances and their surroundings to those of the homes of the best classes who, under the most favorable circumstances would patronize them. They have risen considerably in the popular estimation during these ten years, as is evident by a comparison of the relative attendance then and now, with that of the private schools, viz.:

	1859.	1869.
Total number of pupils in private schools,           -       -       -	4,675	18,000
Average number in the public schools,           -       -       -	5,516	22,838

[The gain is in reality more positive than the figures show, since of the 18,000 noted in private schools in 1869 only about 4,000 are attending Academies and Select Schools, while the remainder are in the various Parochial Schools.]

Our city, from its location, is liable to sudden and rapid changes of the weather, and to severe storms. Many of our school districts cover a wide area, and the pupils are of necessity exposed to the full severity of our most rigorous climate. It frequently happens that a pleasant morning is succeeded by a stormy afternoon, and that the attire which was ample when the pupils left their homes is most insufficient at the time they should return. It has been the practice in some of our schools, on such occasions, to omit the noon intermission, and to close the afternoon session correspondingly earlier. This course has not only prevented undue exposure of health, but has kept the attendance more uniform, since many pupils, when required to go home through the storm at noon, were absent in the afternoon. There has, however, been no concerted action in this direction, and the practice has not been uniform, for since no two Principals would exactly agree as to what

degree of inclemency of weather would justify a single session, it has sometimes happened that schools in less exposed situations have been dismissed, while others, more exposed, have held their regular course. In another city the Superintendent communicates by means of the fire alarm telegraph, an order to the several Masters to dismiss their schools whenever, in his judgment, the occasion justifies it. Such an arrangement could be adopted by us at a very slight expense, for most of our buildings are already crossed by the wires, and only the simple means of giving an alarm would be required. I believe that the saving in medical fees in a single season, to say nothing of the discomfort of sickness, or the risk of life from exposure, would more than equal the cost of the very moderate amount of additional apparatus required.

Of perhaps equal service, and involving no expense, would be an arrangement by which, through the various fire-alarm bells in the different sections of the city, the Superintendent might also give notice, on stormy mornings, that there would be no session of any of the schools, and prevent the pupils from venturing forth at all.

We ought, during the coming winter, to purchase several school lots in each Division of the

city, even though we may have no immediate necessity, nor intention, of building upon them. The price may not as rapidly advance during the next few years as it has for the past, but year by year property is becoming more and more sub-divided and we are more often obliged to treat with several owners, which has the effect of materially increasing the price. This has been our invariable experience, and we have sometimes been obliged to abandon wholly the site we had selected, and to purchase one less desirable, because we were unwilling to pay the extravagant prices which the several owners, after consulting with each other, have placed upon their property.

As compared with private purchases, the city is always at a disadvantage, for in a very brief time after it is known we desire to purchase a school site, property in that locality invariably increases in value, in the estimation of the owners, from twenty-five to fifty per cent. Hundreds of thousands of dollars would be saved to our people during the next ten years, and more desirable locations would be secured, if the Common Council possessed the power to condemn property for school purposes, and pay its appraised value. Did this power exist no very long time would elapse before we should reach a conclusion of the vexed ques-

tion of the Dearborn and Kinzie districts, more to our own satisfaction, and at less cost than from present indications is likely to be the case.

The question of a new High School building still remains unsettled, and we should during this year take some definite action thereon. Referring to this subject the Superintendent, in his report for last year, said:

“With the increase of our Grammar Schools, the deficiency in accommodations must be more pressing, and over-crowding of our High School must result in turning away into other schools many young men and women who would otherwise complete their course with us. Such losses must diminish popular favor.

“The necessity for rebuilding is enforced by the location of the building. Pupils from the North and South Divisions of the city must take two lines of cars, and those from the North Division must cross two bridges. Were the school located in the South Division, near the termini of the several street railways, all divisions of the city would be about equally accommodated, both in matters of distance and expense.

“As we have no Hall large enough in which to gather all our teachers, we lose the great benefits flowing from a general Institute; and thus all our

schools suffer to a greater or less extent. Even for the meeting of the Institute in sections, the present rooms are insufficient.

“The importance of another more commodious building, and one more conveniently located, can not be over-estimated. The present building will not be left useless; it is now needed for Grammar School purposes, and could be turned to good account in the Scammon District, where more than 400 children are crowded into uncomfortable rented buildings.”

In arranging a public school Course of Instruction, due regard must be paid to the requirements of each of the two great classes into which our pupils divide: those who are intended for the professions, and who, therefore, require the groundwork of a collegiate education; and those who, from various causes, never get beyond the Grammar School, and who, before finally crossing its threshold, must receive all that the Public can provide for its children in preparing them for the sterner work of life.

The former are sufficiently well provided for in our Course as at present arranged.

An attempt has been made to reach the necessities of the latter, in the formation of the so-called High School classes at the recent examinations.

To fully meet the reasonable expectations of those who will patronize these schools, we shall, I think, find it advisable to enlarge the Course of Study, making several studies optional, but covering as much of the rudiments of practical mathematics, chemistry, mechanics, and natural history as can be judiciously included in the Course. Of the two, it is of far more importance that the Course of Study of these schools should be broad and generous than that of the High School proper, since these will serve the many, that the few. Out of seventeen thousand children attending the Boston Grammar Schools last year, only five hundred were graduated. We admitted to our High School last year 242, of whom only 199 entered the school, and our graduating class of this year numbered but 85, of the 197 pupils of which it was originally composed.

It will be well, also, as soon as practicable, to furnish separate accommodations for these classes, not only for their own benefit and convenience, but for that of the schools in which they at present hold their sessions.

I commend also to your attention the question of the advisability of giving instruction in sewing, through the primary grades, by the regular teachers of these grades. It is not a matter of experiment,

for it has been tried with marked success in New York, Philadelphia, Boston, Providence, and other cities. Besides affording a knowledge of a most necessary art to thousands of children who otherwise would never obtain it, the introduction of sewing would be a most delightful interruption of the ordinary routine of study.

By recent action of the Board, drawing has been introduced into the six higher grades of our schools. It will be found, I believe, a most satisfactory experiment, and, as thoroughly in accordance with the demands of this most practical generation, will become an established portion of our course. I quote from the report of another city on this subject:

“While we rejoice at the proficiency which has been acquired in music, we think that drawing is worthy of far more attention than is now given to it, not as an ornamental branch of education, but as a most desirable discipline both for the eye and the hand, *essential to the best culture of the perceptive faculty*, identified with habits of pure taste, and in many respects of the greatest practical advantage, not only at the time of youthful study, but through the whole of the maturer life. *There is hardly an artisan who would not be a better workman if he knew how to handle a pencil;*



and neither a merchant nor a professional man would be less qualified for his duties, if he knew how to draw a plan or sketch a landscape."

"If we go back into the earlier days of classical antiquity, we find there the value of such instruction recognized. Pamphilus, the Macedonian, a proficient in the higher branches of learning, introduced the rule that drawing should be taught to children through all the schools of Greece. In our own time, Prussia, with a population of fifteen millions, teaches drawing in all her schools."

More than twenty years ago, Mr. Mann, on his return from Europe, said: "Almost every pupil, in every school, could draw with ease, and most of them with no inconsiderable degree of beauty and expression." As a qualification on the part of teachers, he adds: "I never saw a teacher in a German school make use of a ruler, or any other mechanical aid, in drawing the most nice and complicated figures. I recollect no instance in which he was obliged to efface a part of a line because it was too long." All who have witnessed the rapidity and playful ease with which Agassiz illustrates his teachings upon the blackboard, and the delight of his audience as, with a dash of the chalk, some antediluvian inhabitant starts again into life, will readily understand the advantage of a skillful use of the pencil to the teacher.

This study teaches the pupil to observe and analyze the forms of things, and also to cultivate the taste. It opens the eye to nature. It is in itself a language. It becomes to its possessor forever a pleasant resource, and its pursuit is, in nearly all cases, so delightful as to be a joy rather than a task.

If there is any one branch of instruction, in which the public schools of the city of Boston stand pre-eminently superior to those of any other city, it is that of vocal culture. One needs but to see and hear to be convinced of this fact. For clear and distinct articulation, for accuracy of expression, for uniformity of power of voice in classes naturally widely varying, her pupils challenge the world. This result has been attained by a course of training covering several years, and identical with that introduced into our own schools this year, under the direction of Miss Perkins. The schools in which she has taught bear marked testimony of the efficiency of her work. I trust we may not be content to allow this good work to stop here, but that, at an early day, we may have one teacher in each Division of the city, assigned to this special service, and all at work on this plan.

During the two months of the summer vacation there is a large class of children who, from various causes, remain in town, and who are most of the time to be found upon the street, subject to all its demoralizing influences. The pupil who has steadily attended school for ten months of the year needs this two months vacation, and ought not to be allowed to tax his brain further; but the class of children to which I refer are not noted for close attention to study, nor for regular attendance at school, and I wish it might appear feasible to devise, for their benefit, some system of unclassified Vacation Schools, very like an ordinary Summer country school, taught by other than our regular teachers, in much the same localities, and under much the same rules as our Evening Schools.

In the Annual Report for 1867, the Superintendent urged upon the Board the appointment of Sub-Masters in our larger Grammar Schools. The matter was referred to a special committee, of which I was a member. The committee, after having had the matter under advisement, made a report, recommending the appointment of such teachers in certain schools, at a salary somewhat higher than that of our Head Assistants. Among the considerations, which led them to make this recommendation, were the following:

*First.*—A very large portion of the time of the Principals must of necessity be devoted to the supervision of the various schools under their care. With a very few exceptions, each of our District Schools now numbers nearly or quite 1,000 pupils, several have from 1,300 to 1,600 pupils each. To conduct the requisite examinations for promotion from grade to grade, to keep a watchful oversight of the discipline and instruction of each teacher, and to give the requisite time to parents and visitors, leave the Principal but little time for the work of teaching. As a result of this, all the teaching is done by ladies. Excellent as this is, it can not be denied that pupils should not leave our Grammar Schools without feeling the influence of a thorough male teacher.

*Secondly.*—During the occasional absence of the Principal, there is often need of a male assistant, who shall take his place, and do the work that can not conveniently be done by lady assistants; and during the presence of the Principal there is need of assistance upon the play-grounds and about the school premises that should not be required of lady teachers.

*Thirdly.*—The rapid growth of our city requires a rapid increase of school accommodations. How best to supply the new schools with Principals is a serious question with the Board. Had we Vice-

Principals in our schools, selections could easily be made, and those who would then take charge of new schools would enter upon their work with a pretty thorough acquaintance with the requirements of our school system. The Vice-Principalship would serve as a training school for the Principalship, and through this course of training new applicants would naturally expect to pass.

The Superintendent, in his report of last year, again alludes to the subject, and gives the following additional weighty reasons for the adoption of this plan:

“As is shown elsewhere, we are in great need of school houses to accommodate the thousands who can not find seats in school-rooms already erected. The argument that, until our wants in this direction are supplied, we should not increase expenditures beyond absolute necessities in other directions, is plausible. Our first duty is to supply the uneducated children, now excluded from school by reason of insufficient school accommodations, with educational facilities. Every child of school age in the city should have a seat in some comfortable school-room. It is a great wrong that any are excluded. The rapid growth of the city requires large expenditures that we may keep pace with the demands. No person can feel more deeply than I do, the absolute necessity for more

buildings — simple, tasteful, and convenient buildings, especially for smaller children — located at suitable distances from each other, and around our Grammar School buildings, which do not need to be very largely increased in numbers at present. It is the policy of the Board, and a wise policy, I think, to increase the number of Primary Schools like those already erected, and to build larger buildings only in those parts of the city which, by reason of very rapid recent growth, are not properly supplied with Grammar School privileges.

“This necessity, universally recognized, creates, as it appears to me, the necessity for the employment of Sub-Masters. With present plans carried out, the work of our Principals would be largely increased. Added to the immediate care of their own schools, must come the supervision of one or more Primary schools each, that in the end contribute to the Grammar departments of the several schools. Some such supervision is essential to the unity and success of the system. This admitted, it will be seen that more time must be given the Principal for supervisory work, and by so much will his time for instruction be diminished. Either we must lose the influence of the male mind over the higher classes of our Grammar schools, or additional male help must be employed. I do not depreciate the female teacher’s work, when I ask

that the male teacher supplement it, any more than I depreciate man's work, when I say that it is imperfect without woman's aid. My son needs the influence of the female teacher, as my daughter needs that of the male teacher.

"I have said that our first duty is to make full provision for the accommodation of the many who are crowded out of our schools; but do we owe nothing to those thousands that are received? Is not our duty to those in school at least equal to what we owe those without? If the good of the schools demands it, is it wise to refuse a slight additional expenditure which would undoubtedly lead to the adoption of a policy which will prove a saving in expense? I do not favor decrease of expenditures if thereby is to come decrease of efficiency. It is not what schools cost, but what they are worth to the people, that should form our basis of action. And I dismiss the subject with referring to the report of the Special Committee above given, as embodying the strongest reasons for adopting the policy recommended, and by saying that I do not believe we can extend our Primary District System without injury, unless male help be given our Principals."

For reasons growing out of the state of our finances, no definite action was taken upon this

matter. But it seems to me that the financial argument is as strong as any other in its favor. For no matter what has been the previous experience of those whom we have put in charge of our schools as Principals, the greater part of the first term has invariably elapsed before the new man has become acquainted with his duties, and the characteristics and requirements of our system.

If we were to appoint Sub-Principals in our schools numbering one thousand pupils, we should then have a few male teachers occupying this subordinate position for a short time, and prepared at any moment for advancement to Principalship on a vacancy occurring, and with scarcely the probability of any friction, especially if, as might easily be arranged, the new Principal were to have a few weeks' experience under the one whom he was appointed to succeed. Such a policy would increase our expenses less than one-quarter of one per cent.; what it would save, those of you who, since your connection with the Board, have given the matter of the appointment of teachers much attention, do not need to be told.

I have a deep interest also in the establishment of a Public School Library, with its Reading-Rooms, Art Galleries, Cabinets of Natural History, and system of Public Lectures. In St. Louis,



under the management of the late City Superintendent, Hon. Ira Divoll, a remarkable success has been achieved. During the first year, the Association acquired a membership of over eighteen hundred persons, with about ten thousand volumes, and a circulation of over thirty thousand volumes, the issues sometimes amounting to five hundred volumes per day. It receives no support from any public fund, but has been built up solely by membership fees, small donations, the proceeds of lectures, etc. It enjoys a steadily-increasing patronage, and its influence in elevating the standard and widening the scope of popular education is admitted on all hands.

No one question in connection with school management has been so often brought to our attention in one form or another during the past year or two as the abolition of corporal punishment. Repeated and persistent efforts have been made for its prohibition by standing rule of this Board. Through the press, a few injudicious teachers have been held up to the people as a type of all, and their few unfortunate mistakes in discipline, warped and magnified beyond all semblance of truth, have been made to appear to be characteristic of the whole, till there is danger that the sound common sense and discreet judgment of

the community may be so distorted as to induce it to make demands which, if yielded to, must work incalculable and lasting injury to our schools.

This agitation has not been confined to our own locality. In support of the conclusion to which this Board has always arrived, as well as showing the extraordinary unity of opinion which prevails on this subject among those who should be best qualified to decide the question, I invite your attention to the following extracts from the reports of the various school committees and school officers in different parts of the country, who have had the matter under discussion sufficiently to give it a place in their reports:

“Corporal punishment is more infrequent than in former times, and is generally becoming less and less a means of enforcing discipline; other and milder corrections are used.” — *St. Louis Report.*

“While its recognition as an ultimate practical necessity may for a time be deemed expedient, its exercise in any case not absolutely demanding such a resort will be strongly discountenanced by the Board and by this Department.” — *New York Report.*

“A willful persistence in wrong doing must be met with proper punishment. When society shall have become so far perfected in knowledge, virtue

and religion as to warrant the annulling of its penal code, then, and not until then, will it be safe to ignore the idea of corporal punishment in the family and school.”—*Brooklyn Committee.*

“It is satisfactory to know that throughout the schools of the State, the infliction of corporal punishment is the exception and not the general rule, and that it is the study of intelligent teachers to reduce it to the lowest possible minimum. Many schools, indeed, are governed for months in succession without any resort to such punishment; *but this is only rendered possible by the reserved right of the teacher to inflict it if necessary.*”—*California Report.*

“A school that is not well and wisely governed soon becomes a nuisance instead of a blessing. One of the first lessons, as well as the last, to be impressively taught is obedience to law, and respect for authority. All other teaching, without this, is of little worth; and authority without power to enforce its behest, and law without adequate penalties, are the merest nullities.

“In an age like the present, it is especially important that the foundations of truth and virtue be laid in early youth, and that the materials be of the firmest and most substantial nature. Under the ever revered name of liberty, there is now sought an unlimited freedom for every one to act

as he pleases, without let or hindrance. This lawless spirit derives great encouragement and support from a kind of morbid sentimentalism or mistaken misanthropy, that would soften and mitigate all human penalties that they would cease to be a terror to evil doers. The fruits of these Utopian vagaries are already manifest in the rapid increase of crime, and in the recklessness with which all moral obligations are violated.

“If our schools are to be preserved in their highest efficiency, they must be kept in the most perfect discipline. To direct and control the hearts and minds of the young, to secure prompt and cheerful obedience to every just command, by the noblest and most elevated motives, is one of the rarest and most valued gifts. *And when this can not be accomplished by moral force alone, other agencies should be employed.* The main objection to the infliction of bodily pain, under any circumstances, grows out of the fact *that the authority to do this has sometimes been abused.* This is also true of the most valued gifts and blessings ever conferred on man. There is not one that has not been perverted from its original design.

“One of the most obvious and inevitable results of taking away this power from teachers would be to largely increase the numbers of idlers and

vagrants that now roam our streets. It would be virtually offering a premium for disobedience. There is many a wayward youth now kept in submission principally by fear of the rod. If this were taken away they would resist the teacher's authority, for the express purpose of being sent out where they might range at large without check or control."—*Providence Report.*

"A resort to measures of severity sometimes becomes absolutely necessary, and though corporal punishment should be adopted only when other means have been persistently tried and have failed, yet when, in the deliberate judgment of the teacher, it is deemed necessary, *there should be no shrinking from the duty, however painful it may be.* And when the punishment is properly administered from right motives, and from a good end, it is fully recognized by the law of the land, as well as by the higher law, as a legitimate and justifiable mode of discipline, the teacher being for the time *in loco parentis*, and having, in this respect, the same powers and responsibilities as parents.

"In our opinion, the right and the power so to punish should still be vested in the teacher, to be exercised when they deem it absolutely necessary for the good discipline of their schools. Then the mere consciousness on the part of the teacher

that he is possessed of this power, and the knowledge on the part of the pupils that it is so possessed and may be exercised, *will, in a large proportion of cases, answer every purpose, without the actual application of it.* An abuse of this power seldom occurs in our schools, *much less frequently, we believe, than in the family discipline to which the pupils are subject at home.*

“It is sometimes urged that exclusion from school of disorderly pupils may be adopted as a substitute for corporal punishment. We believe the substitute proposed can not be legally adopted as a rule, and that so long as corporal punishment is recognized by law, and sanctioned by the civil courts as legal and proper, it is questionable whether a committee would be justified in resorting to this extreme measure of depriving children of the advantages of education until, as the only remaining means and hope of reform within the school, this, by corporal punishment, had also first been tried and proved a failure.

“Other substitutes are sometimes adopted, which are vastly more mischievous in their effects than any of the ordinary corporal chastisements that are inflicted. Of these are morose and repulsive looks and treatment, habitual petulance and scolding, and above all, the holding up of pupils before the school as objects of ridicule and sarcasm. All

these modes of discipline, by frequent repetition, defeat their own purpose, while their tendency is to inflict a lasting injury upon the characters and tempers of the children, with a corresponding reaction upon the teachers themselves.”—*Springfield (Mass.) Committee.*

“In recommending that the Board continue in the future, as in the past, to justify the occasional and judicious use of corporal punishment in its schools, duty demands that we should give our reasons for the course we recommend.

“Recognizing corporal punishment as abstractly an evil, we have earnestly desired that it might with consistency and safety be abolished; but we have reluctantly been forced to the decision that the greatest good to the greatest number demands that the Board should continue to authorize the exercise of it, under proper restrictions, when necessary to enforce obedience and to maintain discipline. If we abolish corporal punishment entirely from our schools, we take from our teachers the power to enforce obedience. They may counsel and reason, beseech and implore; they may employ every minor penalty; but when these have failed, there is no power to command obedience, or to justify the broken law when it is defied, and make it respected by the offender, and honorable in the estimation of the school.

“Coming, as the pupils do, from widely different home influences, with various tempers and dispositions, it is essential that the teacher should use those means to govern each child which a careful study of its character has led him to believe to be best. To do this successfully it is necessary to leave all proper and legal means of restraint and government to the discretion of the instructor. If he unfortunately fail in government, or exceed either his rights or his duty, *that is the weakness of the individual, and not of a system of discipline, which, under judicious and qualified instructors has been, and would be, perfectly successful.*

“The purpose of the State in assuming the charge of the education of its children, is that they may all be so trained as to become good and useful citizens. The first duty of a good citizen is to yield cheerful obedience to the powers that be. If a boy is persistently profane, vicious or untruthful, is a teacher doing his duty who does not use every instrumentality which the law justifies, to command obedience and break up wicked and degrading practices? Corporal punishment is one of these instrumentalities, sanctioned by the best authorities, and justified by the decisions of the courts. If we withhold from teachers this last resort, just and legal as it is, we not only require



them to do what we deny them the most efficient means of doing in extreme cases, and compel them 'to make bricks without straw,' but we practically say to the bad pupils, 'Go on in your violation of the regulations, in your wicked practices, we do not choose to have the proper, legal and necessary means used to prevent such conduct, and to deter you from becoming immoral men and unworthy citizens.'

*"It is patent to the experience of all familiar with our schools, that the simple fact that pupils know that this power can be exercised, very largely prevents the necessity of punishment.* The wholesome fear of the law and its penalties keeps in restraint a certain class in every community who have not sufficient principle to govern themselves. This influence is as necessary in the school-room as elsewhere, not only as a check upon the positively bad, but upon that large class who, in the formation of character, need something more than the teacher's personal influence to restrain them from acts of impropriety and disobedience. In this respect the influence of corporal punishment is only good, and its benefits are so salutary that they far overbalance any evil effects which may sometimes arise from its improper use by indiscreet, unworthy and incompetent teachers.

"The alternative which is presented is this:

either to retain the pupil in school, with the fearful effect of his influence, as one who has obtained a complete victory over law and right, associated with the daily miasma of his unchecked evil practices, or to expel him from school, and send him into the streets to grow up in ignorance and vice. It would be most dangerous to the public welfare, as well as that of the unruly pupil, if, just at the time when he had started on the wrong course, and most needed all the restraining and reclaiming influences which could be thrown around him, he should be left, in defiance of authority and right, to take a course dictated only by inexperienced and perverse judgment, when, under a firm, steady hand, knowing that he must yield or be punished, he might be saved from growing up a pest of society. Yet this is unquestionably the only way which is open to the Board if corporal punishment is abolished. There would be, however, in the practical operation of such a plan, results so startling that *the Board may well pause before them, and ask if any evils which have existed in the past, or may exist in the future, can bear any comparison with those which crowd around the adoption of such a measure.*

“If others are so thoughtless or so shortsighted as to allow resentment or indignation to originate

principles of action, and to claim, because the right to use corporal punishment is sometimes abused by unworthy teachers, it can have no advantages and should be abolished, it is most certainly the duty of this Board, standing as the independent arbitrator of all interests, not hastily and inconsiderately to jump at the same conclusion, but to move judiciously and cautiously, coming to this decision only when it shall have become convinced that the use of corporal punishment cannot be separated from its abuse, so as to make it clear that the benefits of the former decidedly outweigh the evils resulting from the latter.

“If corporal punishment were prohibited, that prohibition would be no more restraint upon an unsuitable person than exists under the present rule. Disgrace, loss of situation, and the penalties of the law have been no check heretofore on such teachers, and no greater deterring influence can be exerted in any case. Hundreds of teachers in our schools have used corporal punishment wisely, judiciously, and with good results, for every one who has been guilty of outrage and abuse. Can any other field of duty show results more creditable to those engaged in it, or to the principles upon which it is conducted? The right of the father to chastise his child has been abused. If abuse, then, in a few exceptional cases is a justification,

the law ought to take from all parents this means of controlling their children.

“We find a strong reason for permitting corporal punishment in the well known fact that teachers, with great, if not perfect unanimity, claim that it is necessary to retain it in order to secure success and efficiency in education. We have more faith in the judgment of good practical teachers than in those who deal only in theories.

“It is urged that corporal punishment is degrading and barbarous. It is one of the objects of this kind of punishment to make a refractory pupil feel dishonored and disgraced, and that, through such an appeal to his feelings, he may learn that the way of the transgressor is hard, and not an easy, pleasant path to travel. On the part of the teacher, when properly performed, it is the dignified act of administering justice, and as worthy of respect as that of the judge who passes sentence, the warden who confines, or the sheriff who executes a prisoner. In either case it does not require a mind of very large compass to look beyond the act to the great public good it is intended to serve. We may say further, that if the disuse of it encourages disobedience and defiance of law, vicious and degrading habits, idleness and falsehood in school, drives children into the streets, and into the company of those twin sisters, ignorance and vice, and tends to

fill the penal institutions of the city, *it is more barbarous not to use such punishment than to exercise it.* If we desire to reap the whirlwind, there is no surer way than to sow the wind. Ungoverned, unrestrained, willful boys become turbulent, violent and vicious men. It is the fitful, restless wind to-day, but in the darker hour of the morrow it is the devastating whirlwind.

“There would be no good purpose served by concealing the fact that the prejudice which exists in regard to corporal punishment is largely due to its indiscriminate, unwise and excessive use by some teachers. Nothing looks more suspicious than the constant recurrence of such reasons for corporal punishment as impertinence, inattention, disorder, restlessness, disturbance, playing, tardiness, not one of which, unless aggravated in its character is worthy of it, but should be met by some other form of punishment. The kind, sympathetic teacher rarely reports impertinence as a cause for punishment, for it is generally the reflection in the pupil of anger, undeserved reproof, or bitter sarcasm on the part of the teacher. Inattention and restlessness too often originate in the teacher's lack of ability to make the studies interesting; disorder, disturbance, playing, in a want of that quiet power which makes itself constantly felt as a check upon the pupils; or, it may be, in a

most foolish waste of power by attempting to enforce too strict discipline. This latter failing lies at the door of those who think a school is a failure unless you can hear a pin drop, and that it is a heinous offence for a child to take an easy position at its desk.

“We know that the vast majority of our teachers are doing their work with marked success, wisely, considerately, and kindly. A proper regard for the rights of the children in our schools, for the feelings of parents, and the highest interests of our whole system of public instruction, demands that the Board unflinchingly administer its sure and certain condemnation upon every teacher who, instigated by passion, prejudice or cruelty, violates the sacred trust reposed in him.

“Feeling that corporal punishment is *a valuable and necessary auxiliary* in the administration of discipline in our schools, that *its abolishment would bring great and lamentable evils* upon them and upon the public welfare, and that it can be judiciously controlled, we recommend that the right to use it be retained by the teachers, and its exercise be left to their discretion under the existing regulations.”—*Boston Special Committee.*

“The task of defending the continued employment of corporal punishment in our public schools,

is, for various reasons, a very ungrateful one, and exposes those who undertake it to much misconception. The ignorance of the general public in regard to the duties of public school teachers is extreme; while, on the other hand, it is perfectly easy to excite the feelings of that large class in the community who are governed by their feelings, and not by their reason. Corporal punishment is in its nature an ugly necessity; so is the incarceration of adult offenders in jails and state prisons; so are many other incidents of an imperfect state of society. No one advocates its continuance as a good in itself; few consider it a permanent and necessary element in our school system. While nothing in the experience of the past year has led your Committee to change their opinion, that its retention is still a necessity incident to the present imperfections of that system, they are, in common with all other friends of educational progress, desirous of seeing it now reduced to a minimum, and at some future time entirely abolished. They can not think, however, that any measure which looks to its immediate discontinuance without those great and important changes and improvements in our schools, which will alone do away with its necessity, and which time alone can bring, is either wise, consistent, or safe; and they would especially deprecate the mischievous effects on

their good order and progress, which the persistent agitation of the subject for the past twelve months has had upon the condition of the schools.

“Your Committee are of opinion that the present regulations in regard to corporal punishment are entirely sufficient, *and that the persistent agitation of the subject, from whatever motives it originates, is mischievous to the good order and discipline of the schools.* It is mischievous in more than one way. It not only tends to produce a feeling of insubordination in the minds of the pupils, so that *it is the testimony of teachers of the longest experience, that the schools have never been more difficult to govern than since the commencement of the agitation;* but, by raising a false issue on a subordinate point, it tends to retard, if not wholly prevent, those much-needed and far more important improvements in other directions, which have been alluded to.

“Of the arguments employed by the advocates for entire abolition of corporal punishment, some are almost beneath criticism, while others are refuted by stubborn facts. In opposition to the infliction of pain by the teacher, the example of the surgeon is adduced, who strives by every means to avoid or to alleviate it; but surely he would not do so if the pain were a needful and essential part of the cure. We do not incarcerate adult criminals



simply for the sake of incarcerating them, but for the promotion of the welfare and good order of society, and for the reformation — not the suffering — of the criminal himself. Corporal punishment can only be defended, in the view of your Committee, upon similar grounds as a police regulation, incident to the imperfections of society and of the present school system, and to be diminished, and finally disappear, as that system gradually improves; precisely as it is to be hoped that the time will come when capital punishment and crowded State prisons will no longer be needed for the safety of society at large.

“In the case of the German schools, so much relied on by the advocates of the entire abolition of corporal punishment by regulations, there is direct and unimpeachable evidence to prove that such regulations have aggravated the very mischief that they were intended to cure, and that, while careful and regulated punishment is abolished, brutal, ill-regulated, passionate, and dangerous punishments still prevail.\* No mere regulation

\* “‘If in an American school,’ says a competent witness, who has resided in Germany, and paid great attention to the subject, the Rev. William L. Gage, ‘with our newspapers Argus-eyed to see every thing and report it to the world, the violence which takes place in a German school should occur, it would create such deep feeling in the community, that nothing short of the removal of teachers would quiet it. Of course, before the visitor this violence is not apparent. Yet I have seen a boy struck with a clenched fist on the side of the head with benumbing force; and I know that the teachers kick the boys and

will suffice to control a passionate or tyrannical teacher; the only safeguard is the employment of teachers to whose judgment and good temper the task of discipline can be safely intrusted, and to place them under circumstances where good discipline by mild methods can reasonably be expected.

"It has been argued, that the abuse of corporal punishment in our public schools has come to be so great as to furnish a valid reason for abolishing it altogether. The argument is apt to come from persons who, remembering the state of school discipline a quarter or a half a century ago, and rarely visiting them now, suppose the same condition of things existing as in the days of their own boyhood. That, in many quarters, there is still far too much corporal punishment, that it is inflicted for trifling offences and on improper occasions, that it is often the resort of teachers too lazy or too ill-tempered to learn how to govern in better ways, your Committee are not disposed to deny. But it is equally true that a steady progress has been made, and is making, in the amelioration of the

strike the head and snap the nose and pinch the back of the neck in a brutal manner. If German schools are of such superior excellence, it is gained, not by the help, but in spite, of a system of such gross and injurious punishments as are not only hurtful to the health, but to the character of pupils and teachers. *Well-considered, faithful punishings on the hand are not in vogue here: only passionate outbreaks of violence, which generally accomplish their object by blows on the side of the head.*"

discipline of our public schools; and that the teachers most strenuous for the retention of the power to inflict punishment are precisely those who find least occasion for its use. The possession of the power obviates the necessity for its employment. Its abuse must be guarded against by the vigilance of parents, committees, and superintendents; and, above all, by promoting the professional education of teachers, and making the calling attractive to a superior class of minds. Under any and all circumstances, however, your Committee believe that the maintenance of authority is absolutely necessary to the success of a school; and that, to this end, in the schools, as at present organized, resort must sometimes be had to a short, sharp, and decisive, but not cruel, mode of punishment.”—

*Cambridge Report.*

“The public schools of Massachusetts constitute the chief excellence of her power. To them she is largely indebted for her position among the States, and for her salutary influence at home and abroad. Whatever injures them injures her; whatever benefits them is a public benefit. In these schools the rising generation are trained for the duties of life. In them they learn to think, in connection with acquiring useful knowledge, and their learning, thus obtained, enters largely into the formation of their characters. The highest object

of these schools is not instruction in the several branches taught from the text-books prescribed, however important that object may be. Their highest object is the education of the manners, the principles and the conscience in the formation of a noble character, fitted to ornament and bless society. It is to prepare the pupils to act well their parts in all the relations of life. It is to help make them good sons and daughters, good brothers and sisters, good fathers and mothers, and good citizens. It is, in connection with other means, to form and strengthen habits of strict and ready obedience to proper authority, rationally enforced, to reasonable government, to the laws of the land, and the laws of God. A person is not fitted to take part in governing who has not learned to submit to rational government; loyalty, therefore, is an important part of education, and should be taught in our public schools. The pupils in these schools should be rationally restrained from the wrong as well as encouraged in the right. Without such restraint, like Eli's sons, they will bring ruin upon themselves and injury upon those with whom they are associated.

“Can these important objects be accomplished in all our public schools, if their teachers are forbidden the use of corporal punishment, by legal enactment? Would a law declaring that no teacher

should inflict physical pain upon a pupil, in enforcing his rules, promote the cause of education and render the department of teaching more efficient for good? This question was very differently answered by the two parties who appeared before the Committee in the several hearings given upon the subject under consideration. From one party we had an emphatic *Yes*, and from the other an emphatic *No*. The former declared corporal punishment in our schools an unnecessary evil, 'a relic of barbarism,' which should be rendered impossible by law. They testified their abhorrence of the practice of inflicting physical pain upon pupils in the enforcement of the rules of school, declaring that teachers who can not maintain good discipline without a resort to this kind of punishment are wholly unfit for the office of teaching. *The gentlemen who urged the Committee to report a bill prohibiting every form of corporal punishment, were not experienced teachers, in the common schools of New England.* Most of them have had little or no experience in this department of labor. *Most of the gentlemen, who opposed the legislation asked for, were practical teachers. Some of them had made school teaching the business of their lives.* They acknowledged that corporal punishment should be used sparingly, and as a last resort; but they claimed that its prohibi-

tion by legal enactment would be disastrous. They claimed there were disorderly, lawless, and perverse pupils, who would yield only to superior force, and who could be kept in subjection to good discipline only by the fear of punishment. They claimed that government, whether family, school or civil, implied power to enforce its laws. They claimed that this power, in school government, belonged to the teacher, who might safely be intrusted with its exercise. They claimed that to take away this power, by legal enactment, thereby declaring that the kind of punishment under consideration should never be inflicted, not even in the most extreme cases, would tend to degrade teachers in the estimation of their pupils, who would understand that the legislature did not regard it safe to trust them with the exercise of so dangerous a power. *They claimed that persons with whom this power could not be safely trusted were unfit for the position of teacher, and should not be allowed to fill it.* They claimed that the true policy was to educate teachers for their work, and intrust to them the government of the schools, including the power to enforce wholesome rules and regulations, with the direction to exercise discipline, as intelligent and affectionate parents would exercise it toward the children they loved. Granting the correctness of much that was said by the advocates for the pro-

hibition of corporal punishment, the undersigned is, nevertheless, strongly opposed to recommending the legislation asked for.

“I oppose the legislation asked for, *because its advocates have failed to present a substitute for corporal punishment which is practicable.* The substitutes recommended were the following: 1st. Truant schools, to which pupils should be sent who would not submit to the mild government sustained without the employment of force. Such schools would be impracticable in a large portion of the towns in our Commonwealth. 2nd. Suspension, and, if necessary, expulsion; and 3rd. Imprisonment. Suspension and expulsion would not be feared by many on whom they would be exercised; and they being deprived of the benefits of school would be a far greater evil to them than the infliction of the punishment complained of, besides the injury inflicted upon society by the turning of such pupils from the schools into the streets. As to imprisonment, what parent would consent that his children should be subjected to it for the offence of violating the rules of school?

“Finally, I object to the proposed legislation because I believe that the evil complained of can be reduced to its lowest minimum, if not driven to a position where it will be held far more in theory than in practice, by other means.

“Let it be inculcated in our normal schools, academies, colleges and seminaries in which teachers are trained, that the best disciplinarians punish the least, and let it be generally understood that they are worthy of the highest praise who maintain good discipline without inflicting physical pain, and public opinion will so regulate punishment in our schools as to render it harmless.”— *Senator Clark to Massachusetts Senate.*

In the city of Chicago the records show that for several months there has been an average of but one case of corporal punishment each half day for every ten to twelve thousand children in attendance. When it is considered that even the most trivial punishment is required to be recorded, it will be seen that the amount of corporal punishment in the public schools of this city must be rapidly approaching the minimum consistent with the welfare of the schools, if indeed that point be not already passed.

I am firmly of the opinion that the latter is the case, and that our schools are suffering from a lack of discipline, rather than an excess of it. The most unremitting exertions of the teachers are required to maintain them in a healthy condition; and there is great danger that in the effort to avoid corporal punishment, other more objectionable



methods may be made use of. Indeed, in every case of undue or injudicious punishment which I have been called to investigate, as a member of this Board, the trouble has arisen from an attempt on the part of the teacher, either systematically or for the time being, to substitute irregular and exceptional methods of discipline for those which are natural and well-established. It has been well said, that what the schools of Chicago need, is not the abolition of corporal punishment, but teachers who know how to use it; and that if teachers are incapable of governing their schools by the aid of corporal punishment, they are unfit to govern them without it. Teachers honoring the positions they hold, we have, with certainly as few exceptions as exist among any like number of persons of any other employment or profession; and I trust that until that happy time shall arrive when humanity shall be so far advanced in enlightenment and morality as to be able to dispense with corporal punishment in the home, that they may not only be permitted, but encouraged to govern their schools by the exercise of that benignant discipline which is practiced "by a kind, judicious parent in his family."

While there is no reason to doubt the sincerity of purpose of many of those who have been prominent advocates for the abolition of corporal punishment in our schools, there are not a few who believe that the agitation of this subject has its root in sectarian opposition to our entire public school system.

So far as the question of the use of the Protestant Bible in our schools is concerned, it must be conceded that the weight of argument lies with those who, on the ground of religious toleration, ask for its removal. One of the great central ideas of our government is religious liberty. We have grown to be a great nation because here liberty is best understood, and most perfectly enjoyed. We represent in our people all shades of religious opinion and belief. Those of us who are Protestants would resent any attempt on the part of the authorities to require our children to listen to a daily lesson from the Douay Scriptures. Why, then, should we compel our Romanist neighbor to listen to the version of King James, or insist that the followers of Moses join in the reading of the New Testament?

The division among sectarian schools of our public school fund, however, rests upon an entirely different basis. The argument which favors the removal of the Bible from the schools, opposes with equal strength the diversion of any portion of the

school fund to sectarian purposes. The public are taxed to support a system of free schools—to educate the whole people. The spirit of our free institutions does not countenance the fostering of any class or sect at the expense of another, or to its exclusion. The greatest good of the whole must be the end in view, and if this fails to reach the peculiar necessities of any individual it is his misfortune, not the fault of the system.

Assuming that the positions above taken are correct in principle, would it not be best, by discontinuing the use of all versions of the Scriptures in our schools, to remove the only tenable ground of opposition to their hearty support on the part of any portion of our citizens?

The question of the introduction of scientific training into the general education of the country, is a topic which has occupied considerable attention in the public mind for the last few years, and upon which public opinion has undergone a rapid modification.

Mr. Carlyle says that for many years “it has been one of my constant regrets that no school-master of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meet-

ing me with a salutation I can not answer, as things are. Why didn't somebody teach me the constellations, too, and make me at home in the starry heavens which are always overhead, and which I don't half know to this day? I love to prophesy that there will come a time when in all Scottish and European lands and colleges the schoolmaster will be strictly required to possess these two capabilities, and that no ingenious little denizen of this universe will be thenceforward debarred from his right of liberty in these two departments, and doomed to look at them as across grated fences all his life."

It was a pertinent inquiry which Lord Bacon made, whether we "are the richer by one poor invention by reason of all the learning that hath been learnt for these many hundred years in schools?"

So thoroughly has this idea become infused into the minds of the English people that the Government has taken hold of the matter, and through the Department of Science and Art, are endeavoring to diffuse practical knowledge and art among working-men. This department aids some three hundred schools, scattered all over the kingdom. Its funds are not squandered by political influence, but given as the reward of the hard and profitable work of teacher and pupil. Fourteen thousand pupils attend these schools, which are mostly

evening schools, and accessible to actual working people. For this work the department paid, in the year ending March, 1868, more than £144,000. Of this sum, only £13,000 was in direct payment of teachers — the balance being for books, museums, etc. The subjects taught were mathematics, chemistry, natural philosophy, botany, zoölogy, physiology, geology, mechanics, navigation, mining, metallurgy, civil engineering, drawing, painting, and modeling.

There seems on every hand to be a growing conviction that in many respects our systems of education have not been what they should be, and that “the education which has lain outside of them has been largely the real tutor of the world.” In that were “the realities, while the schools taught shadows.” In that were “the free and glad conspiracies of the sun and wind and rain, trooping together to accomplish what academic traditions were too discordant or too dull to do.”

The real value of the new education is that “it proposes to unite in better balance and efficiency the old elements of instruction, while it adds the novel ones deemed necessary by the demands of the age.” I do not wish to be understood as sympathizing with that spirit which denounces all classical learning. “For students preparing for college or professional life it is indispensable, not

because it is customary or prescribed, but likewise for its intrinsic merits. Wherever health, capacity and condition admit of high culture, scholastic studies are agencies potential for giving command of language, refining the faculties, and invigorating the mental powers."

On this point, Prof. Huxley, in a late address, says: "There are other forms of culture beside physical science, and I should be profoundly sorry to see the fact forgotten, or even to observe a tendency to starve or cripple literary or æsthetic culture for the sake of science. *Such a narrow view of the nature of education has nothing to do with my firm conviction that a complete and thorough scientific culture ought to be introduced in all schools.* By this I do not mean that every school-boy should be taught everything in science. That would be a very absurd thing to conceive, and a very mischievous thing to attempt. What I mean is, that no boy or girl should leave school without possessing a grasp of the general character of science, and without having been disciplined more or less in the methods of all sciences; so that when turned into the world to make their own way, they shall be prepared to face scientific discussions and scientific problems, not by knowing at once the conditions of every problem, and being able at once to solve it, but by

being familiar with the general current of scientific thought, and being able to apply the methods of science in the proper way when they have acquainted themselves with the conditions of the special problem. To furnish a boy such an education, it is by no means necessary that he should devote his whole school existence to physical science; it is not even necessary for him to give up more than a moderate share of his time to such studies if they be properly selected and arranged, and if he be trained in them in a fitting manner."

Concerning one division of this great subject, we have the testimony of an eminent American clergyman, to whom, to use his own language, "it came only as an autumn flower, late in the sunshine of our academic life."

"In the accurately adjusted scale of a true education, Natural History must, we think, fill a large space. We appeal for it as a discipline calling out eye and hand and brain to their most delicate and best performance, and as a recreation peopling leisure with sweet and innocent shapes.

"We plead that it is practical, and that it leads man among organizations and laws that may become comforts or luxuries in his discreet dominion; and that it develops the poetic faculty by its kaleidoscopic shows of beauty and intelligence. We claim that its alphabet is simple as the letters of

our mother tongue; that its combinations are as elaborate and grand as the *Paradise Lost* which those letters may make; and that thus it is milk for babes and meat for men. We urge that if you wish to educate for earth, it has its value in your scheme as helping the vision to behold the furniture of our physical abode; if you are looking beyond earth and thinking of what faith anticipates, it agrees with faith by its suggestions of a Will, to which its wonders are but the richly-woven veil. To bring us near to the world of life, in which we are a part, yet out of which we rise, or to catch us up into the calm chambers of meditation from which the world dwindles and its noises drop off into silence, we believe to be within the power of these scientific studies. There is use in them, and there is honor in them; and what Cicero wrote so long ago in his plea for Archias, and wrote so well that the boy Latinist still loves to quote its sonorous eloquence, was but the fitting prelude to the praise of those other studies which have placed undying laurels on the head of Audubon and Agassiz and Humboldt.

“Whether or not there be any Cicero to plead for it to-day, the power of this study is confessed on every hand. The immense popularization of science is an index of this. Books are not printed for the solitude of a desert; and the current litera-



ture of popular natural history at once implies and creates readers. It is a curious fact, that there are no children's books better illustrated by the highest skill in drawing and color than the bits of natural history placed in their infant hands. Even Cock Robin finds his Audubon, and Whittington's Cat its Cuvier. There are in the press to-day, under the sanction of the oldest State of New England and the golden State of the Pacific, two merely local and popular reports on Natural History, that will bring the birds of the air and the shells of the sea to every fireside in the finest style of print and art. Some of the most remarkable overflows of charitable wealth of the last few years have been in the channels of Natural History Societies. To crack the rocks for fossils does not now altogether imply that your head is cracked itself; to study beetles or hunt butterflies does not everywhere earn the suspicion that you are bug or vermin mad; nor do your friends simply point you to the reform school for taking toll of an occasional bird's-nest. The aquarium and fern-case are precious corners of nature which beauty and even fashion does not disdain. An ingenious and profound naturalist is this moment toiling to reproduce among the wonders of the great Central Park of New York, the images of the huge monsters of America's geologic youth. It may soon become, let us hope

it will, a part of polite education not to be ignorant of these things; and a wrong determination in science may be as horrible as a false quantity in quoting Horace, or a mutilation of the Queen's English.

"One very common error about Natural History serves also as an argument in the hands of the adherents to a merely classical, mathematical, and philosophical curriculum. We allude to the idea that it is only a study of technicalities and dry classification; while a word-mill turned by naturalists pours out continually a flood of Latin and Greek names which would have made Cicero shudder, and would have been sand in the Attic salt. 'Professors are pedants here,' says the objector, 'and Nature a show of ticketed mummies.' Precisely the same tendency may act here, we grant, as in other departments of instruction and classified knowledge. Language is a living thing; bone is articulated to bone, and swung in ligaments; while under its ribs a warm heart beats, and from its brain a flexible telegraph directs the foot, the lip, the hand. But language is taught by pedants sometimes; and the exquisite spirit of the Greek, or the world-conquering charge of the Latin is gone in their handling, as surely as the green from last year's grass or the birds from last summer's nest. Mathematics is not a soulless array of figures,

equations, and lines; but a world of order, awe, beauty, design,—well worthy to be the foundation of all knowledge. Who has not known it, in its perversion, as the dreariest bondage that ever made bricks without straw, or covered a slate with calculations more wearisome than death? Philosophy, also, golden-tongued, telescopic-eyed, majestic, may degenerate with an unphilosophic book or teacher into a waterless well, where two empty buckets, the 'ego' and the 'non ego' pass and repass till the head swims and the heart is sick. So Botany may deal with 'learned hay,' and geology with 'rocks and old bones,' while Zoölogy pets 'beasts and snails,' Entomology 'grubs and bugs,' and Mycology 'mould and toad-stools.' Nature may become worse than carrion. But with Henslow, Carpenter, Huxley, Tyndall, Gray, or Agassiz to teach, these things can never be. Good teachers are not to be picked up like laborers waiting at the corners of the streets, though they are mostly paid as if they were; and in the practical experience of the school, all cannot give the necessary glow and life to the subject of tuition. But the cramp of drill, the dust of professorship, the pedantry of routine are not peculiar to scientific studies. The intense fascination with which science so-called magnetizes its devotees, is, we venture to say, unexcelled in power by the influence of any other department of the world's knowledge.

“And now, what is the *place* of this instruction of Natural History in our ideal scheme of Education? *We claim that scientific instruction should have one of the first places, in order of time, in education.* It appeals to the first senses that mature, the first powers that have the privilege of experiment. It is related to the most familiar sights and sounds of early life. Its omission is the parent of superstitions that growth makes chronic. Its neglect robs childhood of innocent recreation and useful work in play. Where it is not, one door stands open to vanity and wrong. Our old conservative systems put Natural History away, as the miser shirks the execution of his will. These studies are nominally or partially taught in High Schools; in their fullest extent in the College or a few special departments. On any theory, there is an egregious wrong somewhere. The boy can look forward to a smattering of Natural History, perhaps, just before active life beckons, and ‘its bounding pulses are mated with his veins.’ The girl gets only the crumbs from his table,—and where the table only has a crust, what then? Admitting all this to be right, the instruction comes too late. It is the good seed among thorns. Already have those prejudices which thwart the aim of true scientific instruction, attained too rank a growth.

*"Natural History belongs in the Primary School.* Give the children the alphabet which is the key to the record of human wit and folly, but let them learn, too, the alphabet which the Divine hand has written on the leaves of Nature. We wish that Henslow's life could be told so that all could hear. It is a sweet, beautiful story of an humble sphere made radiant and wide with celestial glory. He buried himself, as the world would say, in a mean country parish. Talents that thrilled London were dropt in the furrows where plowmen walked, scarce nobler than the clod. But he was buried only as the violet and acorn are, under the snow. Perfume and strength grew out of the soil at last. In a word, the appeal of an eminent botanist, for such Henslow was, to the children of the parish,—his instruction, his friendliness, his patient labor to make them see the works of the great Father,—gave, ere he died, the glow of intellectual and religious life to that sullen and sottish town. He put the study of Nature in its best place, the childrens' hands, and great was his reward.

*"The place of Natural History is amid the most unstinted expenditure and the most careful provision for its instruction.* It is not to go hiding in a corner. It is not to be the ravelled hem of the tutor's gown.

"By this we mean, that every public school, rising

from the lowest grade, should be supplied with books, pictures, apparatus, and cabinets, sufficient for the work of a thorough instruction in Natural History. And the single piece of apparatus which will afford the most satisfaction and instruction to old and young at the least cost, is the microscope. 'Within that instrument lies the revelation of a world more variable and populous than that which is revealed to the unaided eye of man. Like the work of some mighty genius of oriental fable, the brazen tube is the key which unfolds a world of wonder and beauty before invisible, and which one who has once gazed upon can never forget, and never cease to admire.' The question of supplying these aids is one at once of right and of economy.

"We may, perhaps, lament the decline of the old Spartan virtue which made money of iron, and men of gold. We ought not to be compelled to state the fact, however, that we so thoroughly ignore the right our children have to education in the laws and forms of the universe which, we hope, is to be for three-score years their home. If duty ever governed a dollar it ought to do it here. It is economical, too, as we have hinted, to furnish these appliances for culture. We have only two elements in our capital—our land and our labor. Intelligence of every honest kind fertilizes the one and gives skill to the other. For

our enjoyment in this world, too, we have but two factors, our world-home and ourselves, and the more we get out of life, the happier we are. It is economy to give as thorough knowledge of nature as schools can confer. Enough will come from discovery and invention to make the investment good. It is economy to add to the resources of innocent joy. Life grows long and prisons empty in this way. Have we any blood in our veins, or only water, like the worms that are only half-warmed clay?

“We may build costly academies and schools, and this is well. Better a temple than a den! But as the hull of the steamer to the engine, so is the building to the machinery that is to find its work to do within. Apart from this, the great hulk lies stranded and motionless, to be wrapped in the shroud of the rotting weed, and dissolve away at last. The people have what they think they want. It is a grave question how much hay or corn or fish or lumber are raised or exported, and how much taxes can be pared or scrimped. The best crops are left at some points to nature’s charity. Every farmer knows how many teeth and claws are waiting for the first leaves that spring from every seed he plants,—those first tender leaves that hold the future of the plant in their delicate hands. Shall we think there is a less crisis when

the first leaves of future citizenship or matronhood open to the light?"

While natural history can easily be worked into the routine of the school, it should also take its place among the recreations of the family, where it will be most effective in promoting a good moral end. The school will lay the foundation; but since school-time for the mass of the people is short, its chief cultivation must take place independent of school aid, and after its termination. And if a capacity for making intelligent observation can be cultivated in youth, which shall grow into a fixed habit, few will be without opportunities for their exercise in the years of manhood and age. We believe our system of education must come to this at last. Perhaps Lexington did not intend to begin the revolution. It came nevertheless in her musket-balls. So it may be forced on some community to begin another revolution, for which a more intelligent posterity will honor its unconscious virtue.

"We sometimes dream of the perfect school-house of the future — a building that stands, haply, among the lights of the twentieth century — a building conspicuous even among the temples of its sublime faith or the halls of its progressive government. We dream of it, as visited by the genial breath of the air, and loving smiles of the sun;



never a tropic desert of withered heat nor an arctic desolation of frost. Pure as the air itself is the children's blood, vigorous their limbs as the physical culture which is molding them into manly and womanly beauty. And together with the body's training the mental work is attuned to Heaven's own rule. We fancy its government the law of love, and mutiny or discord a thing unknown, though the spacious halls are thronged and the teacher's dais full. Pictures speak from the wall; books are not few; all that can illustrate the seen or unseen in creation, stands or moves or shines in its proper place. And we can only give an especial niche of honor to one great culture, that, among these various agencies, is making ready for useful and honored lives these young spirits — the culture that teaches them the story of the world in which they live, that fills its forms with glory and unveils its laws. Such a school may be more than a dream — it will be, if we do something more than dream about it to-day."

Respectfully submitted,

S. A. BRIGGS, *President.*



**REPORTS**  
**OF**  
**STANDING COMMITTEES.**



REPORT OF THE COMMITTEE  
ON  
BUILDINGS AND GROUNDS.

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YOUR Committee on Buildings and Grounds submit the following Report of their transactions for the year:

The Bonds for \$500,000, authorized by an Act of the Legislature of 1867, had all been issued and sold, and the proceeds already expended or appropriated toward the payment of contracts on buildings in process of erection. Consequently, the labors of the Committee have been confined to the completion of buildings commenced by their predecessors, to providing temporary accommodations for pupils so far as it could be done, and to the preparation of plans for buildings to be erected as soon as the necessary means can be secured. The Legislature of 1869 authorized another issue of Bonds, which will be placed in the market as needed.

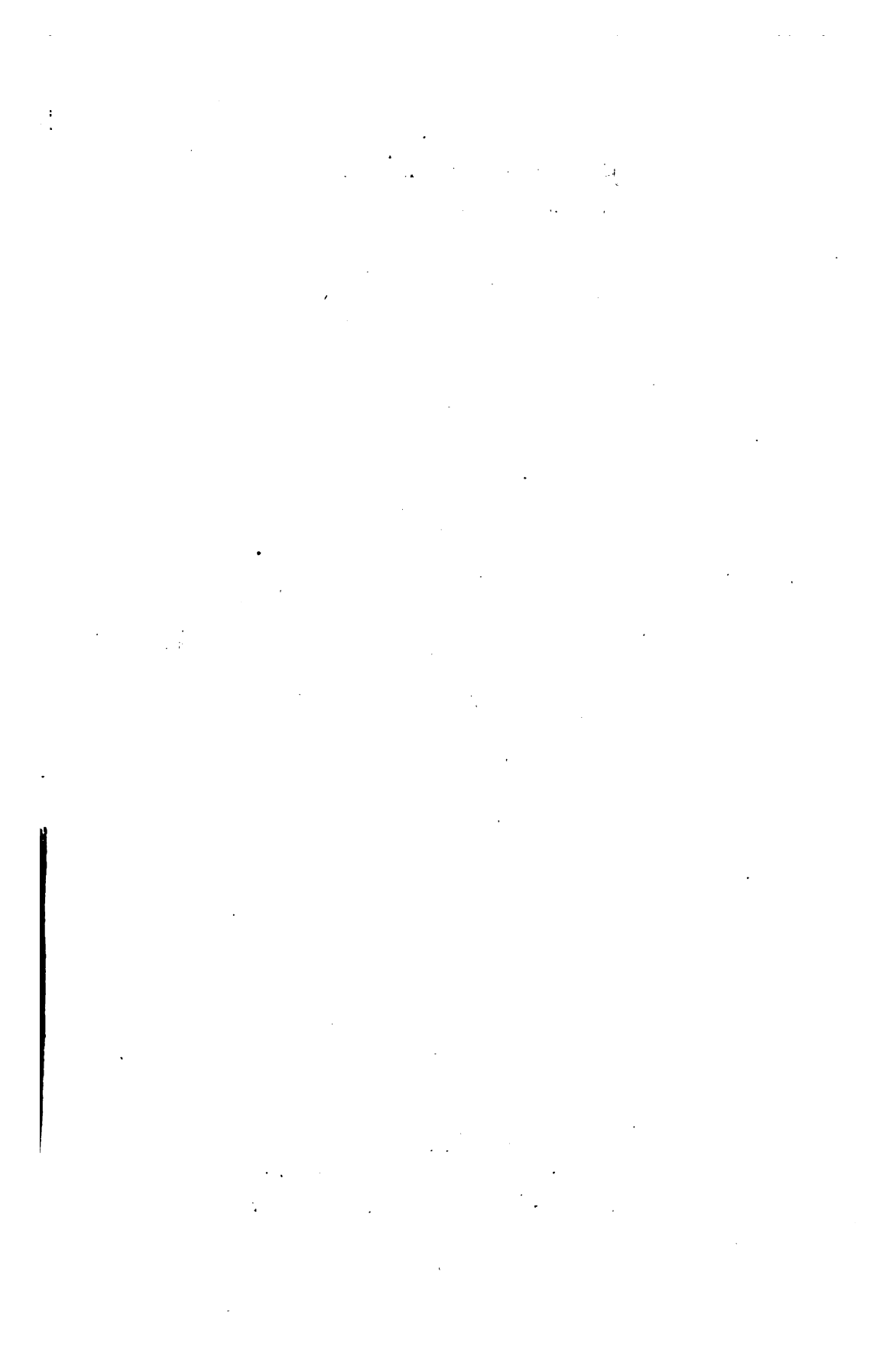
**BUILDINGS COMPLETED DURING THE YEAR.**

The HAYES SCHOOL BUILDING was described in the last Annual Report, and was completed, except the heating apparatus, under the supervision of the Committee of the previous year. It has accommodations for 945 pupils.

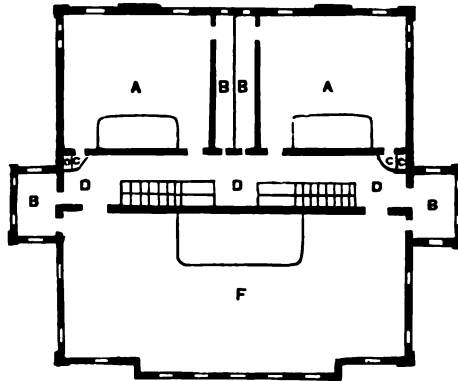
The building was opened upon the 5th day of September, 1868, with a full corps of teachers, and as many pupils as can be accommodated in its fifteen rooms.

Appropriate dedicatory services were held upon September 25, which consisted of singing by the children of the school, and by the Arion Quartette Club, prayer by Rev. Dr. Haven, and addresses by General J. McArthur, of the Board of Public Works, S. A. Briggs, Esq., Vice-President of the Board of Education, Alderman C. C. P. Holden, Rev. Robert Collyer, Hon. S. S. Hayes, and Alderman Willard Woodard.

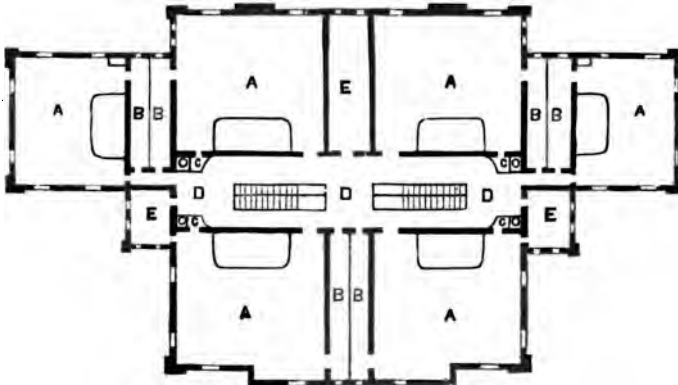
The FRANKLIN SCHOOL BUILDING, after the same plans as the "Hayes," was completed and ready for occupancy upon the 4th day of January, 1869. Dedicatory services were held upon January 8, and consisted of singing by the school children, by the Arion Quartette Club and by Miss M. T. Schaefer, prayer by Rev. Geo. L. Wrenn, and addresses by A. W. Tinkham, Esq., Secretary



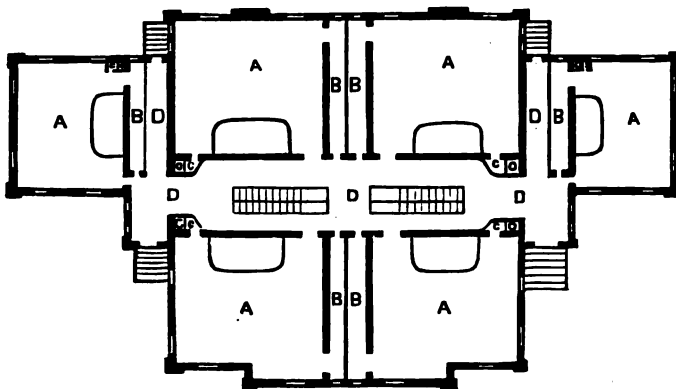
# CLARKE SCHOOL BUILDING.



THIRD FLOOR.



SECOND FLOOR.



FIRST FLOOR.

A—School Rooms.  
B—Wardrobes.  
C—Teachers' Closets.

D—Corridors.  
E—Reception Room.  
F—Assembly Hall.



of the Board of Public Works, L. Brentano, Esq., President of the Board of Education, Judge J. A. Jameson, Elliott Anthony, Esq., and J. L. Pickard, Esq., Superintendent of Schools, and a poem by J. Mahony, Esq.

The building, with a capacity for 945 pupils, was filled to overflowing as soon as opened.

The CLARKE SCHOOL BUILDING was completed about the first of January, 1869, and was opened for pupils January 17. Its capacity is the same as that of the "Franklin" and "Hayes," but its structure differs from those, in that it has one less story and two wings instead of the fourth story—a most desirable change, and one that your Committee has most earnestly recommended in plans for future buildings. The building was dedicated upon January 22. The exercises consisted of singing by school children and by the Arion Quartette Club, repetition of the Lord's Prayer by the school, and addresses by R. M. Guilford, Esq., Committee on the School, Alderman Woodard, W. H. Carter, Esq., of the Board of Public Works, E. F. Runyan, Esq., J. L. Pickard, Esq., Superintendent of Schools, and George C. Clarke, Esq., and a dedicatory poem by George Howland, Esq., Principal of the High School.

The ELM STREET PRIMARY BUILDING was nearly ready for occupancy at the time we

entered upon our duties, but it was not formally opened until September 5, 1868. It is built after plans used in the erection of the Cottage Grove School Building, which was fully described in the Thirteenth Annual Report, from which it varies only in having a higher basement, better suited to arrangements for heating. It has a capacity for 512 pupils, and was filled at once after opening.

The WENTWORTH AVENUE PRIMARY BUILDING is in all respects like the Elm Street Building. It was opened upon September 5, 1868, and was filled at once.

Both these Primary Buildings have been erected under the superintendence of James Ward, Esq., Building and Supply Agent.

#### HEATING APPARATUS.

Your Committee, under instructions from the Board, contracted for heating the "Carpenter" and "Holden" buildings, which were completed and occupied just as we entered upon our duties, as also the "Hayes," "Franklin," and "Clarke" buildings, upon the system of indirect radiation, with ventilation by use of a fan. This system is fully described in the last Annual Report.

For heating the Primary Buildings four Number Six Magic Furnaces were used in each case.

#### ADDITIONAL ACCOMMODATIONS.

Two rooms have been fitted up in the basement of the Moseley School Building ; one for pupils, and the other as an office for the Principal and a Library room.

A building was purchased near Slater's brick yard in the Eighth Ward, and fitted up for school purposes. It has accommodations for 60 pupils, and is nearly or quite filled with pupils hitherto deprived of school privileges to a great extent.

One of the buildings, purchased with the lots on Third and Fourth Avenues, has been fitted up for school purposes, and more than 200 children are gathered into school there.

The Walsh Street Building being insufficient to supply the needs of the district, rooms have been rented in Halsted Street Mission for the accommodation of 125 pupils.

An additional room has been engaged in the North Desplaines Street Branch of the Scammon School, capable of accommodating 60 pupils.

Buildings occupied by the Franklin School during the summer and until January 1, 1869,

have been retained, and a new Primary School have been organized therein, called the North Branch Primary School. There are accommodations for about 500 pupils.

Rooms have also been secured in the basement of the Jewish Synagogue on Harrison Street for the relief of the Jones School, which accommodate about 250 pupils.

The Wentworth Avenue School being overcrowded, rooms were rented in the Shields Mission Building, and more than 200 pupils are accommodated therein.

An increase in school accommodations is reported as follows:

In Hayes School Building, - - - -	945 seats.
In Franklin School Building, less seats in old building taken down, - - - -	} 500 "
In Clarke School Building, - - - -	
In Elm Street Primary Building, - - - -	512 "
In Wentworth Avenue Primary Building, - -	512 "
In Blue Island Avenue Primary Building, - -	60 "
In Moseley School Building, - - - -	63 "
In Jones District Building, on Third Avenue, -	200 "
In several rented buildings, - - - -	1135 "
<hr/>	
Total increase available during year, -	4872 "

The Hall of the High School Building has been divided, to provide for the increase of pupils in that school.

A Report made to the Board at its meeting in September last, gives in detail certain repairs made during the summer vacation that need not be repeated in this connection.

#### SCHOOL LOTS.

In accordance with instructions from the Board, your Committee has purchased a lot for school purposes on Mitchell Street, and has leased from the city a lot for school purposes on LaSalle Street, near North Avenue.

In the month of November your Committee made a thorough examination of the whole city, with special reference to its wants in the matter of school lots and school buildings. Their Report upon the same was submitted to the Board December 29, 1868, and the same was published in full, with the proceedings of that meeting. It is unnecessary to recapitulate the recommendations therein made. The lapse of time has only tended to convince your Committee of the truths therein stated, and of the need of its speedy adoption.

## PLANS FOR NEW BUILDINGS.

Plans for first-class buildings, to be erected on Forest Avenue, on Third and Fourth Avenues, and on Larrabee Street, were presented to your Committee. Much pains was taken by your Committee to have them in all respects desirable in design and general appearance, and at the same time not extravagant in cost. The Board, however, failed to adopt either the recommendations of the Committee or any other plans, throwing the question of selection of plans into the Common Council.

Plans for three-story brick buildings for Primary Schools have been presented and adopted by the Board. These are similar in structure to the Cottage Grove School Building, described in the Thirteenth Annual Report, with the addition of another story, and are designed to accommodate 768 pupils each. These plans seem to your Committee admirably adapted to the uses of Primary Schools, and if built of brick, as recommended, they will prove in every respect permanent and desirable.

UNFINISHED BUSINESS.

Your Committee has been unable to secure a suitable site in the Dearborn School District, as directed by the Board, and has failed to secure a sufficient title to the lot in the vicinity of the Dore School.

Negotiations are in progress for the purchase of a lot for the North Branch Primary School.

The extension of the City Limits so as to include a portion of the town of Cicero, has directed the attention of your Committee to that locality to ascertain its present condition and wants, but circumstances beyond our control have delayed any action, and it must pass into the hands of our successors. These matters, together with our Report of December 29, 1868, we trust will receive speedy attention.

Schedule "A" exhibits the location, size and value of school lots belonging to the city.

Schedule "B" exhibits the date of erection, character and value of school buildings belonging to the city.

Respectfully submitted,

J. F. BALLANTYNE,	} <i>Committee on Buildings and Grounds.</i>
W. H. CARTER,	
C. C. MESERVE,	

CHICAGO, *May* 1, 1869.

## SCHEDULE "A."

SCHOOL.	LOCATION.	SIZE OF LOT	VALUE.
High .....	Monroe St., bet. Desplaines and Halsted	203×186	\$31,450
Dearborn .....	Madison Street, bet. State and Dearborn	130×162	195,000
Jones .....	Clark Street, cor. Harrison	150×212	75,000
Scammon .....	Madison Street, bet. Union and Halsted	50×106	17,500
Kinzie .....	Ohio Street, cor. LaSalle	203×205	60,900
Franklin .....	Division Street, cor. Sedgwick	107×90	29,550
Washington .....	Indiana Street, cor. Sangamon	181×264	27,150
Moseley .....	Michigan Avenue, cor. 24th Street	116×200	20,000
Brown .....	Warren Ave., bet. Wood and Page Sts.	200×224	60,000
Foster .....	Union St., bet. O'Brien and Dussold	262×122	32,750
Ogden .....	Chestnut St., bet. Dearborn and State	200×172	20,000
Newberry .....	Willow Street, cor. Orchard	170×108	22,375
Wells .....	Reuben Street, cor. Cornelia	200×148	15,000
Skinner .....	Jackson Street, cor. Aberdeen	250×180	12,500
Haven .....	Wabash Avenue, bet. 14th and 16th St.	145×189	18,125
Cottage Grove .....	Douglas Place, near Cottage Grove Av.	150×170	52,500
Holden .....	Deering, cor. 31st Street	200×231	20,000
Holstein .....	Cortlandt Street, near Henshaw	200×262	8,000
Dore .....	Harrison Street, near Halsted	100×145	2,500
Carpenter .....	Center Avenue, cor. Second Street	200×111	20,000
Hayes .....	Leavitt Street, bet. Walnut and Fulton	205×213	15,375
Clarke .....	Reuben, St., bet. Hastings and Sampson	264×124	15,000
Pearson Street Primary	Pearson Street, cor. North Market	264×144	13,200
Elizabeth Street Primary	Lake Street, cor. Elizabeth	239×108	21,510
Rolling Mill Primary	Reuben Street, cor. Waubansia Ave.	206×164	25,750
Walsh Street Primary	Walsh Street, cor. John	258×288	8,640
Wentworth Ave. Primary	Wentworth Avenue, cor. 20th Street	153×195	8,000
Bridgeport School	Archer Ave. and Fuller St. (Triangular)	200×124½	12,000
	*3rd and 4th Aves., north of 12th Street	115×237	5,000
	†Forest Avenue, cor. 32nd Street	145×200	35,150
	†Larrabee bet. Belden and Fullerton Av.	125½×250	21,250
	†Mitchell St., bet. Union and Jefferson	150½×297	10,000
		200×173	14,000
Total Value of Lots.....			\$945,175

\* This lot was purchased for the erection of a building to accommodate the Jones School District.

† New buildings are in course of erection on these lots.



*Committee on Buildings and Grounds. 93*

**SCHEDULE "B."**

	WHEN ERECTED.	MATERIAL.	HEIGHT.	SIZE.	HOW HEATED.	VALUE*	PRESENT CONDITION.
High .....	1856	Stone	Three Stories.	53×90 feet.	Steam.	\$42,500	Good.
Dearborn .....	1844	Brick	Two	60×80 feet.	Stoves.	6,600	Poor.
Jones .....	1844	Brick	Two	53×71 feet.	Stoves.	9,000	Poor.
" Branch	1858	Wood	Two	26×65 feet.	Stoves.	2,200	Fair.
Scammon .....	1846	Brick	Two	50×72 feet.	Stoves.	11,000	Fair.
" Branch	1862	Wood	Two	60×36 feet.	Stoves.	5,200	Good.
Kinzie .....	1845	Brick	Two	46×71 feet.	Stoves.	9,800	Poor.
" Branch	1862	Wood	Two	56×39 with wing 26×44	Stoves.	7,000	Good.
Franklin .....	1868	Brick	Four	70×89 feet.	Steam.	66,000	Good.
" Branch	1862	Wood	Two	56×39 with wing 26×44	Stoves.	7,000	Good.
Washington .....	1851	Brick	Two	45×70 feet.	Stoves.	10,000	Fair.
" Branch	1862	Wood	Two	56×39 with wing 26×44	Stoves.	7,000	Good.
" Branch	....	Wood	Two	.....	Stoves.	600	Poor.
Moseley .....	1856	Brick	Three	78×58 feet.	Steam.	35,500	Good.
" Branch	....	Wood	One	22×44 feet.	Stoves.	1,000	Fair.
Brown .....	1857	Brick	Three	60×84 feet.	Steam.	35,000	Good.
Foster .....	1857	Brick	Three	60×84 feet.	Furnaces	33,500	Good.
" Branch	1855	Wood	Two	26×42 feet.	Stoves.	2,200	Fair.
" Branch	1862	Wood	Two	44×53 feet.	Stoves.	4,700	Good.
" Branch	....	Wood	One	.....	Stoves.	1,200	Fair.
Ogden .....	1856	Brick	Three	60×80 feet.	Steam.	35,000	Good.
Newberry .....	1858	Brick	Four	74×73 with wing 50×58	Stoves.	45,000	Good.
Wells .....	1865	Brick	Four	68×86 feet.	Steam.	48,500	Good.
Skinner .....	1859	Brick	Four	74×78 with wing 50×58	Steam.	55,000	Good.
Haven .....	1862	Brick	Four	68×86 feet.	Steam.	46,500	Good.
Cottage Grove .....	1866	Wood	Two	76×68½ feet.	Furnaces	12,250	Good.
Holden .....	1868	Brick	Four	69½×87 feet.	Steam.	58,000	Good.
Holstein .....	....	Wood	One	24×72 feet.	Stoves.	2,300	Good.
Dore .....	1867	Brick	Four	68×85 feet.	Steam.	54,000	Good.
Carpenter .....	1868	Brick	Four	69½×87 feet.	Steam.	58,000	Good.
Hayes .....	1868	Brick	Four	70×89 feet.	Steam.	63,000	Good.
Clarke .....	1868	Brick	Three	72×91, with 2 wings, } each 47×31	Steam.	74,000	Good.
Pearson St. Prim.	1866	Wood	Two	76×68½ feet.	Furnaces	12,250	Good.
Elizabeth St. "	1866	Wood	Two	76×68½ feet.	Stoves.	11,500	Good.
Rolling Mill "	1855	Wood	Two	42×46 feet.	Stoves.	2,200	Good.
" "	1867	Wood	Two	42×46 feet.	Stoves.	3,000	Good.
Walsh St. "	1866	Wood	Two	76×68½ feet.	Stoves.	11,500	Good.
Elm St. "	1868	Wood	Two	76×68½ feet.	Furnaces	12,750	Good.
Wentworth Av. "	1868	Wood	Two	76×68½ feet.	Furnaces	12,750	Good.
Blue Island Av. ....	....	Wood	One	.....	Stoves.	700	Fair.
Bridgeport .....	....	Wood	Two	28×66 with wing 24×40	.....	3,000	Fair.
Total Value of School Buildings, Heating Apparatus and Furniture..						\$928,200	

Including heating apparatus and furniture.

# REPORT OF THE COMMITTEE

## ON

### FINANCE AND AUDITING.

Your Finance and Auditing Committee would respectfully present the following report of Expenditures during the Fiscal Year ending March 31, 1869:

#### EXPENDITURES FROM SCHOOL TAX FUND.

For Salary of Clerk of Board of Education .....	\$2,183 29
Salary of Building and Supply Agent.....	2,000 00
Salary of Assistant Clerk and Messenger.....	1,335 30
Wages of Carpenters .....	4,004 16
Wages of Laborers .....	2,196 50
Wages of Engineers and Janitors, and for spring cleaning of buildings	24,113 53
Fuel .....	28,754 07
Publishing Proceedings of Board and Advertising .....	1,630 48
Printing, including Annual Report .....	4,148 84
Rent of Office and of Buildings used as Branches .....	8,349 21
Stationery .....	1,287 42
Reference Books and Apparatus .....	840 69
Glass and Putty .....	255 50
Putting on Blackboard Surface .....	3,368 00
Plumbing .....	1,284 45
Sewers .....	1,333 15
Lumber .....	8,172 05
Sash, Doors, Mouldings, Dressing Lumber, etc .....	432 87
Clocks and Regulators .....	1,194 00
Wire Screens to protect windows .....	182 18
Hardware .....	1,855 46
Mats .....	888 15
Stoves and Castings .....	744 09
Ventilators .....	362 00
Trees .....	1,303 80
Painting and Calsomining .....	3,220 62
Cleaning new buildings, and old buildings after repairs .....	442 81
Supplies .....	825 38
Concreting Basement of Dore School Building .....	1,316 06
Resetting Furnaces at Wentworth Avenue .....	404 67

## Committee on Finance and Auditing. 95

Speaking Tubes .....	\$277 15
Water Rent.....	691 16
Cleaning off Snow from sidewalks in front of School premises .....	417 00
Laying Sidewalk (by contract) .....	127 30
Gas Pipe in Franklin School Building .....	446 25
Mason Work in basement of Moseley School Building .....	276 65
Repairing Steam Apparatus .....	3,939 04
General Repairs not included in any of the above items.....	2,336 60
Filling of School Lots.....	3,406 14
Blue Island Avenue School Building .....	500 00
Miscellaneous, not included in any of the above items.....	2,103 25
Estimates on Contracts for new Buildings .....	9,230 88
Architect's Services.....	1,545 42
Heating Apparatus .....	50,686 37
Furnaces .....	1,887 50
Furniture .....	21,094 73
Lightning Rods.....	648 14
Insurance on new Buildings, while in course of erection.....	645 00
Interest on Indebtedness for School Lots.....	810 00
Interest on Temporary Loans .....	6,798 01
Mitchell Street Lot .....	12,600 00
Amount transferred to School Fund to pay Teachers .....	254,750 00
Amount transferred to School Fund for Ground Rents.....	3,630 00
Total amount expended from School Tax Fund.....	\$427,325 92

### EXPENDITURES FROM SCHOOL BUILDING FUND.

#### FOR INTEREST ON INDEBTEDNESS FOR SCHOOL LOTS:

Elizabeth Street Primary School Lot .....	\$630 00
Pearson Street Primary School Lot .....	330 00
Cottage Grove School Lot .....	175 00
Forest Avenue Lot .....	681 03
	<u>\$1,816 03</u>

#### FOR PAYMENTS ON SCHOOL LOTS:

Lots on Third and Fourth Avenues, north of Twelfth Street..	\$4,425 00
Larrabee Street Lot.....	9,000 00
Cottage Grove School Lot.....	2,500 00
Forest Avenue Lot .....	17,500 00
Pearson Street Primary School Lot .....	5,000 00
	<u>38,425 00</u>

#### FOR PAYMENTS ON CONTRACTS FOR NEW BUILDINGS, INCLUDING EXTRAS:

Holden School Building.....	\$740 30
Carpenter School Building .....	5,296 88
Elm Street Primary School Building .....	6,610 87
Wentworth Avenue Primary School Building .....	8,717 77
Hayes School Building.....	15,137 38
Clarke School Building .....	54,676 00
Franklin School Building .....	50,017 30
	<u>141,196 50</u>

#### FOR MISCELLANEOUS CHARGES:

Balance on Contract for Heating Apparatus, Dore School....	\$864 14
Printing 150 School Bonds.....	155 00
Express charges, Telegrams, etc.....	83 68
Interest on money advanced on School Bonds.....	82 63
	<u>1,185 45</u>

Total amount expended from School Building Fund.....\$182,622 98

Your Finance and Auditing Committee, in connection with the Committee on Buildings and Grounds, prepared the following Estimate of Expenditures for the ensuing Fiscal Year, commencing

ing April 1, 1869, which was submitted to the Comptroller:

ESTIMATE OF EXPENDITURES FOR FISCAL YEAR, COMMENCING  
APRIL 1, 1869.

FOR CURRENT EXPENDITURES:

Salaries of Teachers, including Superintendent.....	\$425,000 00
Salaries of Officers of the Board.....	6,500 00
Wages of Engineers and Janitors.....	30,000 00
Fuel, including delivery at School Buildings.....	35,000 00
Rent of Office, and of Buildings used as Branches.....	12,000 00
Rent of Lots belonging to School Fund, occupied by School Buildings.....	3,630 00
Interest on Temporary Loans.....	8,000 00
Remodeling Jones School Building.....	2,000 00
Curb-walls, Sidewalks and Paving Harrison Street (Jones School Lot).....	1,800 00
Curb-wall, Sidewalk and filling (Kinzie School Lot).....	2,870 00
Street Improvement, on Division Street (Franklin School Lot).....	1,500 00
New Outbuildings for Washington School.....	750 00
Filling Clarke School Lot.....	1,000 00
Street Improvement, on Lake Street (Elizabeth St. Primary Sch. Lot).....	2,400 00
Carpenters' and Laborers' Wages.....	4,000 00
Supplies.....	5,525 00
Printing Blanks and Annual Report.....	5,000 00
Publishing Proceedings of Board.....	1,800 00
Lumber for Repairs.....	5,000 00
Expenditures for Repairs not included above.....	5,000 00
Deficiencies in various appropriations last year.....	36,635 89

Total for Current Expenditures.....\$595,410 89

FOR SITES FOR NEW BUILDINGS:

Site in Dearborn School District.....	\$60,000 00
Site in Kinzie School District.....	40,000 00
Site near Cottage Grove Avenue and Twenty-eighth Street ..	10,000 00
Site near Wentworth Avenue and Thirty-first Street.....	6,000 00
Site in neighborhood of Rees Street (North Division).....	5,000 00
Site in Scammon School District.....	15,000 00
Site in Dore School District.....	12,000 00
Site west of Walsh Street Primary School.....	5,000 00
Site near corner of Walnut and Paulina Streets.....	8,000 00
Site near Chicago and Milwaukee Avenues.....	6,000 00
	167,000 00

FOR NEW BUILDINGS:

Five full sized Brick Buildings, as follows: Dearborn District, Third Avenue Lot, Forest Avenue Lot, Kinzie School District, and Larrabee Street Lot.....	\$250,000 00
Ten Primary Brick Buildings, similar to those recently ordered by the Common Council, as follows: Cottage Grove Avenue and Twenty-eighth Street, Wentworth Avenue and Thirty-first Street, North Avenue and LaSalle Street, in neighborhood of Rees Street, Dore School District, Mitchell Street Lot, west of Walsh Street Primary School, near corner of Walnut and Paulina Streets, near corner of Chicago and Milwaukee Avenues, and Scammon School District.....	250,000 00
	500,000 00

FOR HEATING APPARATUS, FURNITURE, OUTHOUSES, ETC.:

Heating Apparatus for five full-sized buildings.....	\$50,000 00
Heating Apparatus for ten Primary buildings.....	10,000 00
Furniture.....	52,500 00
Out-houses, Fences, Side-walks, etc.....	15,000 00
	127,500 00

Total for School Sites, New Buildings, etc.....\$794,500 00

Less unexpended balance of appropriation for }  
New Sites, Buildings, etc., made last year, }.....127,400 00

Amount required for New School Sites, New Buildings, etc.....\$667,100 00

*Committee on Finance and Auditing.* 97

At a special meeting of the Common Council, held June 28, 1869, an ordinance was passed, in which the following appropriation was made for the School Department for the ensuing Fiscal Year, commencing April 1, 1869:

APPROPRIATION FOR FISCAL YEAR COMMENCING APRIL 1, 1869.

For Salaries of Teachers, including Superintendence .....	\$400,000 00
Less amount from School Fund and State Dividend .....	80,000 00
	\$320,000 00
Salaries of Officers of the Board.....	6,500 00
Wages of Janitors and Engineers.....	30,000 00
Fuel.....	32,000 00
Rent of Office and Buildings used as Branches.....	12,000 00
Rent of School Fund Lots occupied by School Buildings.....	3,630 00
Interest on Temporary Loans.....	8,000 00
Curb-wall and Side-walk Jones School Lot.....	1,800 00
Curb-wall, Side-walk, and Filling Kinzie School Lot.....	2,270 00
Curb-wall, Side-walk, Fences and Filling Franklin School Lot.....	1,500 00
New Out-buildings for Washington School .....	1,000 00
Curbstone, Side-walk, Paying, etc., Elizabeth Street Lot.....	2,400 00
Carpenters' and Laborers' Wages.....	4,000 00
Supplies .....	5,525 00
Printing Blanks and Annual Report.....	5,000 00
Publishing Proceedings of Board and Pamphlet Copies.....	1,800 00
Lumber for Repairs .....	5,000 00
Payment falling due on Pearson Street Primary School Lot.....	6,000 00
Interest on Indebtedness for School Lots, falling due during the year...	1,620 00
	\$450,645 00
Total Appropriation.....	
<i>For Purchase of School Sites and Erection of Buildings</i> —The proceeds of school bonds authorized to be issued and sold.	
For Evening Schools ... ..	\$9,000 00

We also append the Annual Report of the School Agent for the year ending March 31st, 1869.

Respectfully submitted,

A. W. TINKHAM, } *Finance and Auditing*  
E. F. RUNYAN, } *Committee.*

CHICAGO, May 1, 1869.

## REPORT OF SCHOOL AGENT

FOR YEAR ENDING MARCH 31, 1869.

## RECEIPTS.

The receipts have been as follows:

Cash on hand April 1, 1868.....		\$1,926 86
Moseley Book Fund—	From interest on bonds .....	\$700 00
Newberry Fund—	From interest on bonds .....	70 00
Carpenter Fund—	From interest on bonds .....	35 00
Bills Receivable—	From John L. Gross, note.....	\$400 00
	From Isaac Greenebaum, note....	65 90
	From Margaret Bracken, note....	600 00
	From Michael Gleason, note.....	50 00
	From George R. Bills, note.....	100 00
	From Thomas Shergold, note.....	100 00
		1,315 90
Interest—	From bonds, loans, deposits, and sundry } persons for non-payment of rent when } due .....	11,630 57
Rents—	From lease of lots and lands.....	34,491 90
Teachers' Fund—	From city-school tax fund.....	254,750 00
Wharfing-Lot Fund—	From city, for wharfing mortgage paid up	1,009 50
Expense—	From redemption of lot from tax sale.....	52 60
State Dividend—	From J. F. Eberhart, School Com- } missioner, tax of 1867 .....	34,618 53
		<u>338,714 00</u>
		\$340,640 86

## EXPENDITURES.

The expenditures have been as follows:

Moseley Book Fund—	For books, etc .....	\$396 91
Foster Medal Fund—	For medals.....	103 35
Jones Fund—	For books, etc.....	135 64
Caspar Lauer Fund—	For interest to heirs .....	120 00
Newberry Fund—	For books, etc.....	34 95
Bills Receivable—	For loan to John Davlin.....	1,600 00
Interest—	For error in credit, January, 1868 .....	3 00
Teachers' Pay Rolls—	For payment of Superintendent's and } Teachers' salaries .....	332,125 16
Expenses—	For taking census of 1868 .....	\$1,522 70
	For salary of School Agent .....	300 00
		1,822 70
Jos. N. Barker Lot—	For dower to M. M. O'Donoghue .....	75 00
		<u>\$336,416 71</u>
Cash on hand April 1, 1869.....		4,224 15
		\$340,640 86

CONDITION OF THE SCHOOL FUND APRIL 1, 1869.

Principal.....	\$52,040 00	
Wharfing-Lot Fund .....	62,139 07	
Moseley Book Fund—Principal.....	\$10,400 00	
Interest .....	597 33	10,997 33
Foster Medal Fund—Principal.....	1,000 00	
Interest .....	143 19	1,143 19
Jones Fund—Principal .....	1,000 00	
Interest .....	369 66	1,369 66
Newberry Fund—Principal.....	1,000 00	
Interest.....	84 27	1,084 27
Carpenter Fund—Principal.....	1,000 00	
Interest.....	35 00	1,035 00
Caspar Lauer Fund—Principal.....	1,000 00	
Teachers' Fund.....	1,813 44	
Teachers' Pay-Rolls .....	1,193 94	
		<u>\$133,815 90</u>

INVESTED AS FOLLOWS:

Bills Receivable, secured by mortgage.....	\$15,034 17
" " personal security .....	1,080 00
" " in suspense.....	814 32
Railroad for Block 88, S. S. Addition.....	563 08
Real estate .....	1,002 75
Joseph N. Barker lot.....	3,407 43
City of Chicago bonds.....	107,690 00
Cash on hand April 1, 1869.....	4,224 15
	<u>\$133,815 96</u>

CHARLES C. CHASE,  
*School Agent.*

## REPORT OF

PRESENTED SEPTEMBER 28, 1869, IN ACCORDANCE WITH

LIST OF LOTS AND LANDS BELONGING

EXCLUSIVE OF THOSE USED

CITY

DESCRIPTION.	Sub Lot.	Lot.	Block.	ORIGINAL LESSEE.	PRESENT LESSEE.
<b>ORIGINAL TOWN.</b>					
E. 66 f. ....		9	50	Horatio G. Cray ....	O. A. Cray .....
60 f. W. and adj'ing E. 66 f.		9	50	Gross & Powell .....	Haas & Powell .....
W. 24 f. ....		9	50	Henry Magee .....	" .....
		6	55	J. & S. Wadsworth .....	James Wadsworth .....
<b>FRAC. SEC. 15 ADDITION.</b>					
S. 20 f. of N. 50 f. ....	2,3,4	7,10	2	Lazarus Silverman ..	Lazarus Silverman .....
<b>SCHOOL SEC. ADDITION.</b>					
		1	1	Willard M. Fuller ...	Mrs. C. M. Emerson ..
		2	1	Joseph P. Ross .....	Mrs. Mary C. Baldwin ..
		3	1	John M. Collette .....	John M. Collette .....
		4	1	Maria Groves .....	C. C. Merrick .....
		5	1	James F. Smith .....	James F. Smith .....
		6	1	Alvin Salisbury .....	James Lusk .....
		7	1	Edward Hamilton .....	Catherine Johnson .....
		8	1	Lewis Dodge .....	Lewis Dodge .....
		9	1	Lucian P. Cheney .....	C. C. Merrick .....
		10	1	James A. Boutwell .....	A. Schiller .....
		11	1	Carsten Bartels .....	Herman Stefel .....
		12	1	Albert S. Evans .....	Mrs. Z. F. Hyde .....
		13	1	Joseph Elson .....	Mrs. U. P. Harris .....
		14	1	Thomas H. Whipple .....	Elizabeth Parkinson ..
		15	1	John Cogan .....	James F. Smith .....
		16	1	Daniel Walker .....	Mrs. R. M. Potter .....
		17	1	Richard Clark .....	J. C. W. Bailey .....
		18	1	Alvin Salisbury .....	James F. Smith .....
		19	1	Henry S. Jennings ..	" .....
		20	1	" .....	A. Liebenstein .....
		21	1	" .....	James F. Smith .....
E. 1/2 .....		1	52	Henry L. Fulton .....	Lazarus Silverman ..
W. 1/2 .....		1	52	Charles M. Edwards ..	W. B. Field .....
		2	52	H. G. Mayar & C. Madar	F. Weigle .....
S. 1/2 .....			87	City of Chicago .....	City of Chicago .....
N. 126 10-100 f. of N. 1/2			87	Loomis & Davis .....	Loomis & Davis .....
E. 150 f. of S. 72 1/2 f. of N. 1/2			87	W. C. Deakman .....	E. Earnshaw .....
W. 300 f. of S. 72 1/2 f. of N. 1/2			87	Board of Public W'ks	Board of Public Works.
		1	88	E. D. Taylor .....	E. D. Taylor .....
		2	88	" .....	" .....
		3,4	88	Doolittle & Olcott .....	Doolittle & Bates .....
N. 1/2 .....		8	113	Leroy W. Hall .....	Isham Johnson .....
S. 1/2 .....		8	113	Huit O. Hills .....	W. R. Swan .....
N. 1/2 .....		10	113	John H. Butler .....	Thomas Mackin .....
S. 1/2 .....		10	113	R. H. Countiss .....	B. C. Von Mehran .....
		11	113	" .....	Thomas Mackin .....
		1,2	142	Cyprian C. Norton .....	Joseph E. Otis .....
		3	142	James N. Banks .....	Willihemena Schwarz ..
		4	142	Hammond & Spalding	Thomas Mackin .....
N. 1/2 .....		5	142	" .....	" .....
S. 1/2 .....		5	142	William N. Bentley ..	" .....
		6	142	" .....	" .....
		7	142	Cornelius Price .....	L. H. Bowers .....
		8	142	Mary R. Hitchcock ..	Rosalie Cavanna .....
		9	142	Elisha M. Jones .....	James H. McVicker ..
		10	142	Oliver Jaggar .....	" .....
		11	142	John H. McMahon .....	" .....



# Report of School Agent.

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## SCHOOL AGENT,

RESOLUTION OF THE BOARD ADOPTED MARCH 2, 1869.

TO CHICAGO SCHOOL FUND,

FOR SCHOOL PURPOSES.

### PROPERTY.

Date of Lease.	Expiration of Lease.	First Annual Rental.	Present Annual Rental.	Estimated Present Value.	Annual Rental at 6 per cent. on Present Value.
April 1, 1852...	May 8, 1880 ...	\$100 00	\$403 20	\$26,400 00	\$1,584 00
"	"	60 00	300 00	25,200 00	1,512 00
May 8, 1855 ....	"	25 00	600 00	88,000 00	5,280 00
"	"	504 00			
April 23, 1866 ..	"	480 00	480 00	22,000 00	1,320 00
May 8, 1855 ...	"	60 00	90 00	8,750 00	525 00
"	"	60 00	90 00	8,750 00	525 00
"	"	60 00	90 00	8,750 00	525 00
Aug. 8, 1855...	"	60 00	90 00	8,750 00	525 00
May 8, 1857...	"	60 00	90 00	10,000 00	600 00
May 8, 1855...	"	60 00	90 00	10,000 00	600 00
Nov. 8, 1855...	"	60 00	90 00	17,500 00	1,050 00
June 8, 1855...	"	75 00	120 00	17,500 00	1,050 00
May 8, 1855...	"	42 00	48 00	4,500 00	270 00
"	"	48 00	60 00	5,000 00	300 00
"	"	48 00	60 00	5,000 00	300 00
May 8, 1857...	"	48 00	60 00	5,000 00	300 00
May 8, 1855...	"	48 00	60 00	5,000 00	300 00
May 8, 1857...	"	48 00	60 00	5,000 00	300 00
Nov. 8, 1855...	"	42 00	48 00	4,500 00	270 00
May 8, 1855...	"	54 00	75 00	7,500 00	450 00
"	"	45 00	60 00	5,000 00	300 00
"	"	45 00	60 00	3,750 00	225 00
"	"	45 00	60 00	3,750 00	225 00
"	"	45 00			
"	"	45 00	120 00	7,500 00	450 00
April 1, 1852...	"	25 00	60 00	6,000 00	360 00
"	"	30 00	90 00	7,500 00	450 00
"	"	90 00	240 00	17,500 00	1,050 00
Dec. 15, 1852...	July 1, 1871 ...	400 00	900 00	79,200 00	4,752 00
Aug. 8, 1865...	May 8, 1885 ...	1,600 00	1,600 00	37,830 00	2,269 80
"	May 8, 1870 ...	300 00	300 00	10,895 00	653 70
"	"	600 00	600 00	14,500 00	870 00
May 8, 1865...	May 8, 1885 ...	1,700 00	1,700 00	34,650 00	2,079 00
"	"	1,300 00	1,300 00	29,700 00	1,782 00
Sept. 1, 1861...	Sept. 1, 1881 ..	900 00	3,000 00	59,400 00	3,564 00
May 8, 1855...	May 8, 1880 ...	56 25	60 00	5,033 00	301 98
"	"	56 25	60 00	3,774 75	226 49
"	"	112 50	180 00	12,500 00	750 00
"	"	112 50	180 00	12,500 00	750 00
"	"	112 50	120 00	7,500 00	450 00
April 1, 1850...	"	101 00	892 80	84,000 00	5,040 00
"	"	45 00	360 00	36,000 00	2,160 00
"	"	65 00	360 00	36,000 00	2,160 00
"	"		180 00	18,000 00	1,080 00
"	"	65 00	180 00	18,000 00	1,080 00
"	"		360 00	36,000 00	2,160 00
"	"	43 00	360 00	36,000 00	2,160 00
"	"	47 00	388 80	38,400 00	2,304 00
"	"	45 00	492 00	43,456 00	2,607 36
"	"	40 00	474 00	40,740 00	2,444 40
May 8, 1855...	"	186 73	492 00	43,456 00	2,607 36

REPORT OF SCHOOL  
PRESENTED SEPTEMBER 28, 1869, IN ACCORDANCE WITH  
LIST OF LOTS AND LANDS BELONGING  
EXCLUSIVE OF THOSE USED  
CITY

DESCRIPTION.	Sub Lot.	Lot.	Block.	ORIGINAL LESSEE.	PRESENT LESSEE.
		12 142		Henry L. Fulton.....	Chicago Tribune Co....
		13 142		Zebina Eastman.....	" " "
		14 142		" " ".....	" " "
		15 142		Ira Coleman.....	W. B. Peabody.....
		16 142		Margaret Kieron.....	Samuel Gregston.....
		17 142		George W. Flanders.....	Thomas Mackin.....
		18 142		Charles W. Hummer.....	John A. Tyrrell.....
		19 142		Benjamin Pillsbury.....	Jones & Gardner.....
		20 142		Samuel Hoard.....	Albert Cudney.....
		21 142		William J. Cline.....	T. S. Fitch.....
		22 142		Mary A. Burras.....	Munn & Scott.....
N. 16 f. ....		23 142		" " ".....	" " "
S. 8 f. ....		23 142		" " ".....	T. S. Fitch.....
		24 142		" " ".....	" " "
		25 142		John Jackson.....	Rucker, Fitch & Porter.
		26 142		Ezra B. McCagg.....	" " "
		27 142		Henry L. Rucker.....	" " "
		28 142		Isaac Mann.....	Maryanna Page.....
		29 142		Wells Lake.....	Henry Brinkworth.....
		30 142		David J. Lake.....	George Boomer.....
		31 142		Joseph Johnston.....	A. H. Uphof.....
		32 142		" " ".....	Thomas G. Otis.....
		33 142		Edward Sloan.....	Elizabeth Bunch.....
		34 142		Patrick McMahon.....	Thomas G. Otis.....
		35 142		Isaac L. Milliken.....	L. B. Otis.....
		36 142		Clayborn Bunce.....	" " "
		37 142		William A. Murfey.....	" " "
		38 142		Jonathan W. Stead.....	" " "
COUNTRY					
		S. T. R.			
W. ¼ of S. W. ¼.....	13	36	12	Henry Laun, Jr. ....	Henry Laun, Jr. ....
Und. ¼ of S. W. ¼.....	11	37	14	Chas. & Fred. Fraatz.	Chas. & Fred Fraatz...
E. ¼ of S. E. ¼.....	15	37	13	Mathias Minz.....	Mathias Minz.....
E. ¼ of N. W. ¼.....	23	37	13	John Lubstorff.....	John Lubstorff.....
W. ¼ of N. W. ¼.....	23	37	13	John Simonds.....	John Simonds.....
W. ¼ of S. W. ¼.....	22	38	13	Not leased.....	" " "
E. ¼ of N. W. ¼.....	24	39	13	" " ".....	" " "
Blocks 2, 5, 8, 12, 20, & 21 (10 acres each) in N. ¼. }	11	40	13	" " ".....	" " "
W. ¼ of N. W. ¼.....	33	40	13	" " ".....	" " "
E. ¼ of S. W. ¼.....	21	37	14	" " ".....	" " "
W. ¼ of S. E. ¼.....	21	37	14	" " ".....	" " "
31 acres in E. ¼ of S. E. ¼.	21	37	14	" " ".....	" " "
W. ¼ of S. W. ¼.....	14	37	12	" " ".....	" " "
E. ¼ of S. E. ¼.....	34	38	14	" " ".....	" " "
N. E. ¼ of S. W. ¼.....	7	40	14	" " ".....	" " "
E. ¼ of N. W. ¼.....	8	38	14	" " ".....	" " "
E. ¼ of N. E. ¼.....	36	37	12	" " ".....	" " "

# Report of School Agent.

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## AGENT.—CONTINUED.

RESOLUTION OF THE BOARD ADOPTED MARCH 2, 1869.

TO CHICAGO SCHOOL FUND,

FOR SCHOOL PURPOSES.

### PROPERTY.

Date of Lease.	Expiration of Lease.	First Annual Rental.	Present Annual Rental.	Estimated Present Value.	Annual Rental at 6 per cent. on Present Value.	Per Acre.
April 1, 1850...	May 8, 1880..	40 00	576 00	43,000 00	2,880 00	
"	"	30 00	460 80	36,000 00	2,160 00	
"	"	30 00	432 00	33,600 00	2,016 00	
"	"	30 00	432 00	31,200 00	1,872 00	
"	"	29 00	432 00	31,200 00	1,872 00	
"	"	29 00	432 00	31,200 00	1,872 00	
May 8, 1855....	"	144 00	432 00	31,200 00	1,872 00	
April 1, 1850...	"	32 00	460 80	33,600 00	2,016 00	
"	"	32 00	460 80	33,600 00	2,016 00	
"	"	27 00	432 00	31,200 00	1,872 00	
"	"	30 00	432 00	31,200 00	1,872 00	
"	"		288 00	20,800 00	1,248 00	
"	"		144 00	10,400 00	624 00	
"	"		432 00	31,200 00	1,872 00	
"	"	25 00	432 00	31,200 00	1,872 00	
"	"	26 00	440 40	31,200 00	1,872 00	
"	"	32 00	504 00	43,200 00	2,592 00	
"	"	40 00	518 40	35,308 00	2,118 48	
"	"	35 00	502 20	34,592 00	1,958 52	
May 8, 1855....	"	178 62	518 40	35,308 00	2,118 48	
April 1, 1850...	"	89 00	388 80	38,400 00	2,304 00	
"	"		360 00	36,000 00	2,160 00	
"	"		360 00	36,000 00	2,160 00	
"	"		360 00	36,000 00	2,160 00	
"	"	41 00	360 00	36,000 00	2,160 00	
"	"	41 00	360 00	36,000 00	2,160 00	
"	"	40 00	360 00	36,000 00	2,160 00	
May 8, 1855....	"	144 00	388 80	36,000 00	2,160 00	
April 1, 1850...	"	48 00	547 20	48,000 00	2,880 00	

### PROPERTY.

Nov. 6, 1863....	Nov. 6, 1870..	40 00	40 00	4,000 00	160 00	\$2 00
May 1, 1864....	May 1, 1874..	72 00	72 00	4,000 00	160 00	2 00
May 8, 1866....	May 8, 1880..	72 00	72 00	4,000 00	160 00	2 00
Jan. 30, 1867....	"	80 00	80 00	4,000 00	160 00	2 00
May 8, 1866....	"	80 00	80 00	4,000 00	160 00	2 00
.....	.....	.....	.....	3,600 00	80 00	1 00
.....	.....	.....	.....	160,000 00	*	
.....	.....	.....	.....	9,000 00	120 00	2 00
.....	.....	.....	.....	16,000 00	160 00	2 00
.....	.....	.....	.....	6,000 00	80 00	1 00
.....	.....	.....	.....	6,000 00	80 00	1 00
.....	.....	.....	.....	2,325 00	31 00	1 00
.....	.....	.....	.....	1,200 00	40 00	50
.....	.....	.....	.....	640 00	20 00	25
.....	.....	.....	.....	48,000 00	320 00	4 00
.....	.....	.....	.....	80,000 00	125 00	1 25
.....	.....	.....	.....	1,200 00	80 00	1 00
Totals ....		\$11,929 35	\$30,469 60	\$2,331,207 75	\$123,570 57	

\* Could not be leased for cultivation.

REPORT OF THE COMMITTEE  
ON  
TEXT-BOOKS AND COURSE OF  
INSTRUCTION.

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THE following Text-Books have been adopted by the Board of Education for use in the High and District Schools for the ensuing year:

TEXT-BOOKS USED IN THE HIGH SCHOOL.

GENERAL DEPARTMENT.

1. Preparatory Studies reviewed, using the text-books authorized in the District Schools. Kerl's Grammar added.
2. Warren's Physical Geography.
3. Willson's Outlines of General History.
4. Ray's Higher Arithmetic.
5. Robinson's University and Robinson's Elementary Algebra.
6. Davies' Legendre.
7. Davies' Plane and Spherical Trigonometry.
8. Davies' Mensuration.
9. Gillespie's Surveying.
10. Hanaford and Payson's Elementary Book-keeping.
11. Gray's Botany.

12. Robinson's Elementary Astronomy and Colbert's Astronomy.
13. Jarvis' Physiology.
14. D. A. Wells' Natural Philosophy.
15. Rolfe and Gillett's Chemistry.
16. Hitchcock's Geology and Mineralogy.
17. Coppee's Rhetoric.
18. Wayland's Political Economy.
19. Townsend's Analysis of the United States Constitution.
20. Haven's Mental Philosophy.
21. Cleveland's English Literature.
22. Edwards' Sixth Reader.
23. Song Garden. Part Third.
24. Woodbury's German Series.
25. Schiller's William Tell.
26. Schiller's Maria Stuart.
27. Campbell's New German Course.
28. Goethe's Egmont.
29. Fasquelle's French Course.
30. Chapsal's Literature Française.

CLASSICAL DEPARTMENT.

- Nos. 1, 2, 3, 4, 5, 6, 13, 14, 21, 22, 23.
- Allen's Manual of Latin Grammar.
- Allen's Latin Reader.
- Andrews' Latin Prose Composition.
- Hanson's Latin Prose.
- Bowen's Virgil.
- Andrews' Latin Lexicon.
- Anthon's Classical Dictionary.
- Crosby's Greek Grammar.
- Crosby's Greek Lessons.
- Arnold's Greek Prose Composition.
- Felton's Greek Reader.
- Boise's Xenophon's Anabasis.
- Owen's Homer's Iliad.
- Liddell and Scott's Greek Lexicon.

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TEXT-BOOKS USED IN THE DISTRICT SCHOOLS.

Analytical Series of Readers.  
Analytical Speller.  
Alden's Citizens' Manual.  
Charles A. Goodrich's History of the United States, revised  
by Seavey.  
Greene's Introduction to Grammar.  
Warren's Common School Geography.  
Mitchell's Primary Geography.  
Robinson's Practical Progressive Arithmetic.  
Robinson's Rudiments of Arithmetic.  
Walton's Intellectual Arithmetic.  
Walton's Primary Arithmetic.  
Payson, Dunton, and Scribner's Writing Books.  
Webb's Charts.  
Philbrick's Primary School Tablets.  
Webster's Primary School Dictionary.  
Song Garden. Part Second.  
Movable Cards, with Words and Letters for the use of the  
Tenth Grade.

*Dictionaries.*— Webster's and Worcester's Quarto Diction-  
aries shall be used as authority in Definitions; and Webster's  
Dictionary as authority in Orthography and Pronunciation;  
but the orthography of any scholar, in exercises of composi-  
tion, shall not be deemed incorrect if in accordance with either  
Webster or Worcester.

JOHN MACALISTER,	}	<i>Committee on Text-Books and Course of Instruction.</i>
SAMUEL SHACKFORD,		
JAMES T. HEALY,		

CHICAGO, *September 1, 1869.*

REPORT OF THE COMMITTEE  
ON THE  
EXAMINATION OF TEACHERS.

---

DURING the year your Committee has held four examinations of male teachers, two of which were for candidates for positions in the Evening Schools, and fourteen examinations of female teachers. The results are shown in the table presented herewith.

The change of time for the regular examinations has worked well, especially in that it has precluded the necessity for special examinations, many of which were held during the previous year.

The table appended also shows, in part, the work of the Committee on the Appointment of Teachers.

In accordance with the action of the Board, establishing a Special Class in the Normal School, for such as need but a limited training, the Committee has sent into that Special Class all successful candidates, who have had little or no experience in teaching.

One examination was held with reference to this Special Class, at which eighteen candidates presented themselves. Eight were admitted to the class, six of whom have passed through it satisfactorily, and are now engaged in teaching. Twenty-four others have been admitted at different times during the year, from the regular examinations of female teachers, of whom nine have already received appointments, and as many others have completed the course satisfactorily, and are engaged in temporary work, awaiting vacancies.



*Committee on Examination of Teachers.* 109

TABLE,  
SHOWING THE NUMBER OF CANDIDATES EXAMINED, AND THE  
GENERAL AVERAGE ATTAINED BY EACH CLASS.

DATE.	NUMBER EXAMINED		CERTIFICATES AWARDED.		GEN'L AVERAGE OF EXAMINED		GEN'L AVERAGE OF SUCCESSFUL.		NUMBER APPOINTED		GEN'L AVERAGE OF APPOINTED	
	MALE.	FEMALE.	MALE.	FEMALE.	MALE.	FEMALE.	MALE.	FEMALE.	MALE.	FEMALE.	MALE.	FEMALE.
May 15, 1868.....	..	14	...	4	...	63	...	75	...	4	...	75
May 23, ".....	..	12	...	3	...	77	...	77	...	5	...	77
June 19, ".....	..	12	...	4	...	79	...	80	...	5	...	80
*July 2, ".....	..	25	...	25	...	70	...	77	...	2	...	80
July 17, ".....	..	19	...	10	...	67	...	79	...	13	...	79
August 21, 1868.....	..	49	...	23	...	74	...	80	...	2	...	84
August 28, ".....	..	8	...	4	...	71	...	79	...	8	...	79
†September 18, 1868.....	..	13	...	8	...	74	...	78	...	10	...	79
September 18, ".....	..	31	...	14	...	74	...	82	...	11	...	79
October 16, ".....	..	24	...	17	...	74	...	85	...	7	...	85
†October 20, ".....	..	12	...	8	...	77	...	77	...	3	...	74
November 20, ".....	..	23	...	6	...	63	...	77	...	3	...	81
December 18, ".....	..	35	...	19	...	69	...	79	...	12	...	81
January 9, 1869.....	..	3	...	1	...	66	...	71	...	0	...	...
January 15, ".....	..	14	...	7	...	68	...	76	...	3	...	75
February 19, ".....	..	23	...	14	...	73	...	79	...	9	...	78
March 19, ".....	..	24	...	13	...	69	...	78	...	3	...	85
April 16, ".....	..	24	...	11	...	69	...	77	...	4	...	83
Total.....	36	320	21	170	73	68	81	79	17	112	82	79

\* Examination of Graduates of the City Normal School.

† Examinations of Candidates for Evening Schools.

S. A. BRIGGS,  
J. F. BONFIELD,  
E. DREIER,  
J. L. PICKARD, } *Committee  
on the  
Examination  
of  
Teachers.*

CHICAGO, May 1, 1869.

# REPORT OF THE COMMITTEE ON THE APPOINTMENT OF TEACHERS.

## APPOINTMENTS, RESIGNATIONS, AND TRANSFERS.

SCHOOLS.	No. of Teachers JULY 3, 1868.	LOSSES.		GAINS.		No. of Teachers JULY 2, 1869.	CHANGES.		REMARKS.
		RESIGNATIONS.	TRANSFERS.	APPOINTMENTS.	TRANSFERS.		GAINS.	LOSSES.	
High .....	14	1	...	3	1	17	3	...	
Dearborn .....	14	1	1	...	...	14	...	...	
Jones .....	15	...	3	10	1	23	8	...	
Scammon .....	19	2	2	...	2	23	3	...	
Kinzie .....	22	4	3	...	1	24	2	...	
Franklin .....	29	4	2	2	...	25	...	4	{ North Branch and Elm St. Primary Schools opened.
Washington .....	19	3	1	4	...	19	...	...	
Moseley .....	18	...	1	3	3	20	2	...	
Brown .....	19	...	7	5	4	13	...	6	{ Hayes School opened.
Foster .....	22	2	10	10	3	23	1	...	
Ogden .....	12	1	1	1	...	12	...	...	
Newberry .....	27	1	5	6	...	27	...	...	
Wells .....	17	3	2	6	...	18	1	...	
Skinner .....	24	6	3	3	6	24	...	...	
Haven .....	18	1	2	2	2	19	1	...	
Cottage Grove .....	13	2	2	4	3	16	3	...	
Holden .....	15	...	2	2	1	16	1	...	
Holstein .....	2	...	2	...	...	2	...	...	
Dore .....	23	...	2	1	1	23	...	...	
Carpenter .....	17	3	6	10	1	19	2	...	
Hayes .....	...	1	1	1	15	16	16	...	
Clarke .....	...	...	...	7	7	14	14	...	
Pearson St. Primary .....	9	...	...	...	...	9	...	...	
Elizabeth St. Primary .....	9	1	1	1	1	9	...	...	
Rolling Mill Primary .....	5	...	2	2	...	5	...	...	
Walsh St. Primary .....	9	2	2	7	...	12	3	...	
De Koven St. Primary .....	8	...	1	2	...	9	1	...	
Elm St. Primary .....	...	...	...	7	2	9	9	...	
Wentworth Ave. Primary .....	...	...	...	9	2	11	11	...	
North Branch Primary .....	...	...	...	4	5	9	9	...	
Blue Island Ave. Primary .....	...	...	...	1	...	1	1	...	
Unassigned .....	...	...	...	2	...	...	...	...	
Total .....	399	49	61	130	61	480	91	10	
		110		191			81		

S. A. BRIGGS,  
C. N. HOLDEN,  
C. J. HAMBLETON, } *Committee  
on the  
Appointment  
of  
Teachers.*

CHICAGO, July, 1869.

## REPORT OF THE COMMITTEE

ON

## MEDALS AND REWARDS.

---

YOUR Committee on Medals and Rewards would respectfully report the award of Prizes to the following pupils, at the close of the school year, in July, 1869:

LIFE MEMBERSHIP IN CHICAGO LIBRARY ASSOCIATION.

HIGH SCHOOL — *Classical Department*, Arnold N. Heap.

PRIZE LIFE SCHOLARSHIPS IN BRYANT AND STRATTON'S  
COMMERCIAL COLLEGE.

HIGH SCHOOL — <i>General Department</i> ,	John P. Lenox.
HIGH SCHOOL — <i>Normal Department</i> ,	Maggie Hardinge.
DEARBORN SCHOOL, - - -	Amelia Kellogg.
JONES SCHOOL, - - -	Jacob H. Bauland.
SCAMMON SCHOOL, - - -	Amelia E. Lane.
KINZIE SCHOOL, - - -	Alice Barnard.
FRANKLIN SCHOOL, - - -	Mary A. Curle.
WASHINGTON SCHOOL, - - -	Maggie Bates.
MOSELEY SCHOOL, - - -	Lydia M. Chase.
BROWN SCHOOL, - - -	Julia P. Bull.

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FOSTER SCHOOL,	-	-	-	Maria Walsh.
OGDEN SCHOOL,	-	-	-	Arthur Hugunin.
NEWBERRY SCHOOL,	-	-	-	Mary M. Fredericks.
WELLS SCHOOL,	-	-	-	Kate M. Hayes.
SKINNER SCHOOL,	-	-	-	Sophia B. Adams.
HAVEN SCHOOL,	-	-	-	George H. Wilson.
COTTAGE GROVE SCHOOL,	-	-	-	Ettie E. Jones.
HOLDEN SCHOOL,	-	-	-	Bridget A. Cushing.
DORE SCHOOL,	-	-	-	Ella M. Russell.
HAYES SCHOOL,	-	-	-	Dora M. Moore.

FOSTER MEDALS.

DEARBORN SCHOOL.—H. Imogen Terry, Rachel Hofman.  
 JONES SCHOOL.—Charles L. Hutchinson, Etta R. Hall.  
 SCAMMON SCHOOL.—Sarah Green, Augusta L. Downs, Rufus Bixby.  
 KINZIE SCHOOL.—Katie R. Young, Albert Portman.  
 FRANKLIN SCHOOL.—Minnie Eliel, Arnold Eschenburg, Lizzie J. Dunn.  
 WASHINGTON SCHOOL.—Nellie Purcell, Lizzie F. Gibbons.  
 MOSELEY SCHOOL.—Lizzie Fleming, James O'Brien, Carrie Mahla.  
 BROWN SCHOOL.—Minnie E. Tiffany, Mamie Ross, Leila Marsh, Allie J. Kerr.  
 FOSTER SCHOOL.—Lizzie Kearney, Edward Goodman.  
 OGDEN SCHOOL.—Willie S. Lerow, James L. Houghteling.  
 NEWBERRY SCHOOL.—David F. Brandt, Frankie S. Miner, Olive M. Board, Carrie L. Milliken.  
 WELLS SCHOOL.—Mary H. Smith, Julia E. Reilly.  
 SKINNER SCHOOL.—Elva J. Clay, Sarah H. Mills, Louise I. Trimmingham.  
 HAVEN SCHOOL.—Mary E. Prickett, William J. McDowell, Frank C. Vierling.  
 COTTAGE GROVE SCHOOL.—Isabella Noyes, Elbert Besly.  
 HOLDEN SCHOOL.—Emily Jones.  
 HOLSTEIN SCHOOL.—Alida A. De Vol.

*Committee on Medals and Rewards.* 113

DORE SCHOOL.—Ella Slosson, Annie Kilie.

CARPENTER SCHOOL.—Theresa O'Neill.

HAYES SCHOOL.—Kittie L. Allen.

CLARKE SCHOOL.—Emma J. Hamilton.

PRIZE SCHOLARSHIPS IN PORTER'S TELEGRAPH COLLEGE.

HIGH SCHOOL — *General Department*, Sarah A. Downs.

HIGH SCHOOL — *Normal Department*, Jeannette Hinchliffe.

DEARBORN SCHOOL, - - - Jennie E. Reynolds.

JONES SCHOOL, - - - Emma Smith.

SCAMMON SCHOOL, - - - Fanny E. Wert.

KINZIE SCHOOL, - - - Wm. H. Geselbracht.

FRANKLIN SCHOOL, - - - Carrie L. Harms.

WASHINGTON SCHOOL, - - - Lucy Orcutt.

MOSELEY SCHOOL, - - - William Hall.

BROWN SCHOOL, - - - Mary L. Willard.

FOSTER SCHOOL, - - - Mary Moran.

OGDEN SCHOOL, - - - Robert G. Watt.

NEWBERRY SCHOOL, - - - Harry E. Merrill.

WELLS SCHOOL, - - - Edward A. Dicker.

SKINNER SCHOOL, - - - William W. Osgood.

COTTAGE GROVE SCHOOL, - - - Jennie E. A. Miller.

DORE SCHOOL, - - - Ellen Kilie.

HAYES SCHOOL, - - - Maggie E. Woods.

HOLDEN PRIZES.

First Prize, - - William Scarry, - - Fourth Grade.

Second Prize, - - Carl Frederick, - - Sixth Grade.

Third Prize, - - Oscar Lintner, - - Eighth Grade.

Fourth Prize, - - Maggie Powers, - - Eighth Grade.

Respectfully submitted,

ROBERT CLARK, }  
JOHN D. TULLY, } *Committee on*  
C. C. MESERVE, } *Medals and Rewards.*

CHICAGO, *July*, 1869.

## REPORT OF THE COMMITTEE

ON

## SALARIES.

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Your Committee on Salaries would report the following scale of salaries of Officers and Teachers, adopted by the Board for the ensuing year:

Superintendent of Public Schools.....	\$4,500
Assistant to Superintendent.....	2,200
Clerk of Board of Education.....	2,200
Building and Supply Agent.....	2,200
School Agent.....	500
Assistant Clerk.....	1,000
Principal of High School.....	2,500
Principal of Normal Department.....	2,200
Male Assistants in the High School.....	2,200
Training Teacher.....	1,200
Female Assistants in the High School.....	1,000
Teachers of High School Classes.....	1,000
Teacher of Reading and Vocal Culture.....	1,000
Male Principals of the District Schools:	
For the first year.....	2,000
For the second year.....	2,100
For the third year and subsequently.....	2,200
Music Teachers.....	2,000
Principal of Holstein School.....	1,000
Principal of Blue Island Avenue School.....	1,000
Principals of Independent Primary Schools, except of new twelve room buildings.....	1,000
Principals of new twelve room Primary buildings.....	1,200
Head Assistants.....	1,000
Female Assistants in the Grammar Department:	
For the first fourteen weeks at the rate of.....	450
For the first year thereafter.....	600
For the second year thereafter.....	700
For the third year thereafter and subsequently.....	800

*Committee on Salaries.*

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Female Assistants in the Primary Department :

For the first fourteen weeks at the rate of .....	450
For the first year thereafter .....	550
For the second year thereafter .....	650
For the third year thereafter and subsequently .....	700

Female Assistants having charge of more than one division of pupils, \$25 extra for each additional division.

Respectfully submitted,

E. F. RUNYAN,	}	<i>Committee on Salaries.</i>
J. F. BONFIELD,		
J. B. BRIGGS,		

CHICAGO, *August*, 1869.

REPORT OF THE COMMITTEE  
ON  
EVENING SCHOOLS.

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THE Evening Schools for the year 1868 were opened in the following school buildings September 21, 1868: Dearborn, Franklin, Washington, Foster, Haven, and Holden; and one in the Jones School building a week later. A High School class was also organized in the Dearborn School building. We submit herewith a tabular statement, showing attendance, expenses, etc.

Respectfully submitted.

R. M. GUILFORD,	}	<i>Committee on Evening Schools.</i>
J. F. BONFIELD,		
A. W. TINKHAM,		
S. A. BRIGGS,		
E. F. RUNYAN,		
L. L. BOND,		

CHICAGO, Dec. 31, 1868.



EVENING SCHOOLS—FOR THE 14 WEEKS, COMMENCING SEPTEMBER 21, 1868,  
ENDING DECEMBER, 23, 1868.

## ENROLLMENT AND ATTENDANCE.

SCHOOLS.	ENROLL- MENT.	WEEKLY ATTENDANCE.														AVER- AGE.
		1ST WEEK.	2ND WEEK.	3RD WEEK.	4TH WEEK.	5TH WEEK.	6TH WEEK.	7TH WEEK.	8TH WEEK.	9TH WEEK.	10TH WEEK.	11TH WEEK.	12TH WEEK.	13TH WEEK.	14TH WEEK.	
High School Class...	91	37	40	44	43	34	28	23	29	26	26	24	21	23	18	30
Dearborn .....	468	114	163	203	184	190	186	132	185	167	180	104	140	116	79	163
Jones .....	448	...	148	163	179	162	176	129	161	149	140	128	114	102	95	142
Franklin .....	620	130	195	241	251	244	212	155	205	176	180	162	137	137	102	181
Washington .....	551	101	193	147	186	169	155	116	158	155	174	162	145	153	108	159
Foster .....	700	139	240	250	252	250	242	179	224	166	211	189	151	157	150	203
Haven .....	258	43	75	116	130	112	107	84	103	92	88	52	36	29	27	78
Holden .....	167	44	79	79	81	68	66	50	54	50	...	16	18	16	13	49
Total .....	3393	668	1129	1333	1316	1229	1194	874	1114	1011	999	837	762	738	582	1005

## MONTHLY ATTENDANCE AND EXPENDITURES.

SCHOOLS.	TOTAL ENROLLM <sup>t</sup> FOR SESSION.	AVERAGE ATTEND <sup>ce</sup> FOR SESSION.	PER CENT. ATTEND <sup>ce</sup> ON ENROLLM <sup>t</sup>	AVERAGE FOR SEPTEMBER.	AVERAGE FOR OCTOBER.	AVERAGE FOR NOVEMBER.	AVERAGE FOR DECEMBER.	NUMBER OF TEACHERS.	PAID TEACHERS.	PAID JANITORS.	PAID FOR FUEL.	PAID FOR LIGHT.	INCEN- TALS.	TOTAL EXPENSES.	COST PER FOOTL.	
															ON ENR.	ON ATT.
High School Class...	91	30	32.9	38	37	26	21	2	\$528.00	\$18.35	\$14.00	\$13.68	\$24.59	\$598.63	\$6.58	\$19.95
Dearborn .....	468	163	34.8	138	144	104	8	8	1,101.00	64.15	105.00	50.00	4.50	1,414.65	3.03	8.68
Jones .....	448	142	31.7	148	170	144	109	8	1,092.50	78.75	84.00	50.00	4.50	1,309.75	2.93	9.22
Franklin .....	620	181	29.2	162	242	170	119	8	1,213.00	82.50	105.00	50.00	4.50	1,569.50	2.53	8.97
Washington .....	551	159	28.8	146	164	151	143	11	1,049.00	82.50	98.00	55.27	4.50	1,289.27	2.34	8.11
Foster .....	700	203	29.0	189	251	202	163	11	1,321.00	82.50	115.00	151.46	4.50	1,694.46	2.43	8.34
Haven .....	258	78	30.2	59	116	92	35	4	813.00	78.75	70.00	75.16	4.50	1,041.41	4.03	13.35
Holden .....	167	49	29.3	60	74	53	16	4	470.50	60.00	56.00	13.25	4.50	604.25	3.63	12.33
Total .....	3393	1005	30.7	940	1267	1011	730	54	\$7678.00	\$547.50	\$667.06	\$453.84	\$170.59	\$9521.91	\$3.43	\$11.08

## REPORT OF THE COMMITTEE

ON

## MUSIC.

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THE Committee on Music would respectfully submit the following report:

Music has been taught in this city by various teachers during the past nineteen years. Mr. S. P. Warner taught during 1850. Mr. Frank Lombard was appointed in 1848, and resigned in 1853. Mr. Whitman was permitted, during the year 1850, to give instruction in music free of charge. Mr. Plagge taught a while during the year 1854. Mr. J. H. L. Slayton taught a year or two, and resigned July, 1856. Mr. Tillinghast was appointed September 27, 1856, and resigned September 29, 1860.

During the three succeeding years the Board of Education employed no teacher of singing. In 1863 the Musical Union, a choral society of the city, proposed to the Board of Education to pay

\$500 toward Music in the public schools, provided the Board of Education would appropriate the same amount. This plan met the favor of the Board, and Mr. Charles Ansorge was appointed to teach in the High School, and Mr. Orlando Blackman to teach in the District Schools. Mr. Ansorge resigned in the fall of 1864.

In 1867 a division of labor was made, Mr. Blackman taking the High, Normal, and Primary schools, while Mr. Whittemore taught the Grammar schools.

In March, 1864, Mr. Blackman asked the Board for permission to instruct the Primary Teachers in singing, and also to arrange work for them to give to their pupils. This permission was granted. A Graded Course in singing was then arranged for the Primary schools. This course, improved in many particulars, is now in use, and seems to be successful.

Two years since, Mr. E. E. Whittemore took the entire charge of Music in the Grammar Department, and fixed two grades, namely: the third and fourth; the two highest grades reviewing the fourth and studying the third; the two lowest grades beginning at the fourth. One year since two other grades were added, and each grade in the department took up the work allotted to it. The time devoted to this study is about fifteen or

twenty minutes each day. All the music sung during the past year, with few exceptions, has been learned by note, each pupil having a clear understanding of all characters used. The progress in this branch of public instruction during the past year has been very marked. Such music as the pupils of the Grammar Department were obliged to study before singing one year ago, they are now able to sing at sight.

The singing of music at sight was first introduced by the teacher of this department during the last term of the present year with good success. We notice that many of the assistant teachers are fast becoming competent to conduct the music exercise. In fact, quite a large number have had good success during the past year. The final examination consisted of the reading of music at sight prepared by Messrs. Palmer, Blackman, Murray and Higgins. Most of the classes examined did themselves great credit, and in all the result was very satisfactory. During the examination the scholars were intensely interested, which speaks well for those engaged in the work. The following averages show the condition of music in the various schools. These averages are based upon the reading of music at sight:

# Committee on Music.

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*Washington, - - -	99.2	Dearborn, - - -	90.4
*Foster, - - -	99.2	Jones, - - -	89.0
Brown, - - -	99.2	Cottage Grove, - - -	88.4
Hayes, - - -	98.8	†Clarke, - - -	88.6
Scammon, - - -	98.2	†Carpenter, - - -	84.2
Newberry, - - -	97.2	Wells, - - -	83.8
Dore, - - -	95.8	Ogden, - - -	80.8
Kinzie, - - -	95.6	Franklin, - - -	77.6
Haven, - - -	93.6	Holden, - - -	71.6
Moseley, - - -	93.2		

At the close of the year just past, Mr. Blackman held a public examination in all the schools, and gave the following five exercises to the fifth grade scholars to sing at sight:

1

2

3

4 *Sing the syllables.*

5

\* These schools would have had 100 if it had not been for the neglect of a character for repeating.

† No First Grade.

122      *Reports of Standing Committees.*

The following is the standard of the several schools in the above exercises :

Dearborn, - - - -	99.6	Cottage Grove, - - -	96.0
Jones, - - - -	91.0	Holden, - - - -	85.4
Scammon School, - -	97*	Dore, - - - -	99.0
Kinzie, - - - -	100.0	Carpenter, - - - -	80.0
Franklin, - - - -	90.0	Hayes, - - - -	99.6
Washington, - - - -	100.0	Clarke, - - - -	87.0
Moseley, - - - -	87.0	Pearson Street Primary, -	95.0
Brown, - - - -	98.6	Elizabeth Street Primary, -	85.0
Foster, - - - -	100.0	Rolling Mill Primary, -	100.0
Ogden, - - - -	99.6	Walsh Street Primary, -	29.0
Newberry, - - - -	99.8	Elm Street Primary - -	99.0
Wells, - - - -	97.2	Wentworth Ave. Primary, -	76.0
Skinner, - - - -	96.4	North Branch Primary, -	82.0
Haven, - - - -	100.0		

The Music Teachers are of the opinion that the present proficiency can only be attained through the aid of the regular lady teachers of our schools. Your Committee fully agree in the opinion that this is the only way that music can be successfully taught to the masses of children that attend our public schools.

Respectfully submitted,

L. L. BOND,	} <i>Committee on Music.</i>
C. WUENSCHÉ,	
T. SCHINTZ,	

CHICAGO, *July*, 1869.

## REPORT OF THE COMMITTEE

ON

## THE HIGH SCHOOL.

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It is our pleasure to state that the results accomplished at the High School, during the year last past, are very satisfactory. The teachers performed their duties faithfully and well. Good order, kindness, and praiseworthy emulation prevailed throughout the school.

The want of accommodations in the High School building has been obviated, by the recent action of the Board, in furnishing facilities for instruction in the High School Classes in the several Divisions of the city.

To the several gentlemen constituting the committees, who, at our request, attended the closing examinations of the year, we tender our thanks, and direct attention to the reports made by them,

and also to the report of the Principal of the School.

Respectfully submitted,

THEODORE SCHINTZ,	} <i>Committee on the High School.</i>
CHAS. N. HOLDEN,	
WILLIAM H. KING,	

CHICAGO, *July*, 1869.

REPORT OF THE COMMITTEE ON ANCIENT LANGUAGES.

TO MESSRS. T. SCHINTZ, C. N. HOLDEN, AND W. H. KING,  
*Committee on the High School.*

GENTLEMEN: The Special Committee appointed by you to attend the closing examinations of the High School, in the Department of Ancient Languages, have the honor to present the following report:

We have listened, with much satisfaction, to the recitations of the several classes in Latin and Greek, and can speak only in terms of the highest commendation of the attainments of the pupils; attainments which can be the result only of careful training on the part of instructors, and of diligent application on the part of pupils.

We were particularly pleased with the exercise of the First Middle Class in Cicero. They appeared familiar with the life and labors of their author, and the history of his time, and translated



his writings with a fluency and elegance seldom surpassed by students in College.

The Senior Class in Greek gave fine translations from the Iliad, and had evidently studied carefully the construction, dialectic forms, and metre of the poem.

The First Middle Class in Xenophon have read considerably more than classes usually read in the same time, but have done their work thoroughly and well. This class, and the preceding class, answered all questions proposed by the committee with a promptness seldom exhibited by pupils when questioned by strangers. We may be allowed, perhaps, to suggest that the Continental mode of pronouncing Greek has some advantages over the English mode, and is now generally adopted by our best Colleges and Universities.

The Senior Class in Virgil gave good translations, and were familiar with the narrative and verse of the *Æneid*.

The Second Middle Class in Cæsar was so large that we could hear from a portion of the class only. Those called upon showed that they had mastered the peculiarities of their author's style, and appreciated his beauties.

The Junior Class was examined in the Latin Reader. They have laid a good foundation, which would, perhaps, have been more complete had

they postponed, to a later period, the consideration of the minute details, properly belonging to the superstructure.

In conclusion we would remark, that both teachers and pupils have reason to congratulate themselves; the pupils,—that it has been their lot to enjoy the instruction of teachers who have trained them so thoroughly, and, at the same time, have been able to inspire them with so much love for their work; and the teachers,—that it has been their good fortune to have pupils who so well appreciate and profit by their labors.

H. H. BABCOCK,	} <i>Committee.</i>
ROBERT T. LINCOLN,	
ELLIOTT ANTHONY,	

REPORT OF THE COMMITTEE ON MODERN LANGUAGES.

TO MESSRS. T. SCHINTZ, C. N. HOLDEN, AND W. H. KING,  
*Committee on the High School.*

GENTLEMEN: Your committee, appointed to attend the closing examinations of the High School classes, in the Department of Modern Languages, beg leave to report, that they have attended the several classes in French and German, under the charge, respectively, of Mons. d'Andilly, of Mr. Pickard, and of Mrs. Reed.

Your committee are, on the whole, well satisfied with the progress made by the classes in German, as well those under Mr. Pickard as those under Mrs. Reed.

They desire especially to commend the method adopted by Mrs. Reed, which they think best adapted to secure the progress of the pupils, and a really enthusiastic competition among them.

In regard to the French Classes, the committee would recommend that the French language should be used as a medium of communication between teacher and pupils; and, also, that analysis should be always demanded from the pupils; this being an absolute necessity, without which no progress can possibly be made, and no understanding of the language can be arrived at.

Thanking you for the honor conferred, we have the honor to be,

Most respectfully yours,

HASBROUCK DAVIS,	}	<i>Committee.</i>
EDMOND CARREY,		
JULIUS ROSENTHAL,		

REPORT OF THE COMMITTEE ON MATHEMATICS.

TO MESSRS. T. SCHINTZ, C. N. HOLDEN, AND W. H. KING,  
*Committee on the High School.*

GENTLEMEN: The committee appointed to attend the examinations of the High School, in the Department of Mathematics, respectfully submit the following report:

Ten classes were examined in Mathematics—in Algebra, two by Mr. Paine, and one by Mr. Cate; in Geometry, one by Mr. Snow, and two by Mr. Westcott; in Trigonometry, one by Mr. Peabody, and one by Mr. Westcott; and in Astronomy, one by Mr. Peabody. Your committee were present at all these exercises, and participated with the instructors in the examinations.

The method of conducting the examinations was entirely impartial, precluding the suspicion of favoritism or collusion, and severely testing the efficiency of the teachers, and the attainments of the pupils. Owing to the size of the classes the recitations were necessarily rapid, and the opportunities for the scholars to redeem a failure reduced to narrow limits. Such, however, had been the admirable training of the pupils that the ground passed over was extensive, and the knowledge of the various branches elicited, highly satisfactory.

As is always the case on such occasions, some students were less fortunate than others in the character of the topic they were required to elucidate, and some experienced the uncomfortable confusion of mind incident to these intellectual ordeals, and, therefore, failed, in a measure, to evince their real acquirements. Some, too, it was noticed, had a much greater natural aptitude for Mathematics than their classmates, who, perhaps, were their peers in other studies. Your committee, who, wishing to emphasize their opinion, may be permitted to say that they have for many years been familiar with schools of various grades, deem it but just to state that, everything considered, the examinations would not suffer by comparison with the best they have ever attended. They have nothing to suggest in the modes of instruction in this department, being persuaded that the teachers fully appreciate the necessity of cultivating the logical and critical faculty in the young, by a thorough mastery of the principles of the science, and strict adhesion to its rigorous methods of investigation.

One incident of Tuesday deserves special mention. The Junior Class D in Algebra, being destitute of its teacher, by the unavoidable absence of Mr. Cate, Miss Julia Shaw, a member of the class, conducted the examination with much dignity,

fluency and intelligence. This graceful act in one so young, taken in connection with the becoming conduct of the class, was particularly agreeable.

Your committee are glad to commend the interest that seems to be felt by the teachers, in the importance of mathematical studies, and the excellent appearance of the pupils in this department.

H. N. POWERS, }  
H. N. HIBBARD, } *Committee.*

REPORT OF THE COMMITTEE ON NATURAL SCIENCE.

TO MESSRS. T. SCHINTZ, C. N. HOLDEN, AND W. H. KING,  
*Committee on the High School.*

GENTLEMEN: In compliance with your appointment, I attended the "closing examinations of classes in the High School, in the Department of Natural Science, held on Tuesday and Wednesday, June 29th and 30th, 1869."

I take great pleasure in expressing my unqualified gratification with the method of examination adopted by the different teachers, and the readiness and ease that, as a rule, characterized the answers of the pupils to the questions propounded.

The instruction appeared to be thorough so far as given. The deportment and intelligence of the

scholars bore gratifying testimony of the faithfulness and capability of the teachers, and no greater argument could be advanced in behalf of the efficiency of our system of public schools.

Respectfully yours,

R. C. HAMILL.

REPORT OF THE COMMITTEE ON HIGHER ENGLISH.

TO MESSRS. T. SCHINTZ, C. N. HOLDEN, AND W. H. KING,  
*Committee on the High School.*

GENTLEMEN: At your request we attended the closing examinations of the High School classes, in English Literature, Mental Science, and Political Economy.

We can only report our general impressions. It will not be expected that we go into particulars. The members of the two classes (A and B of First Middle), taught in English Literature by Mr. Pickard, acquitted themselves in a manner not only highly creditable, but so as to show that they have a teacher who places the proper high estimate upon the value of the branch taught by him. With some few exceptions, the pupils did well; and those that did well satisfied us that it was not the fault of their worthy teacher that all did not do *very* well.

With the Senior Class we were well pleased. In it we saw many evidences of fine intellect, well and carefully disciplined. The examination of this class in Mental Science was really very good. Mr. Paine proves himself an excellent teacher.

In truth, it is quite clear that this class has more than one teacher "apt to teach." It was examined, also, in Political Economy, and again manifested remarkable proficiency in the branch studied. The members of the class did not merely repeat what they had read or heard, but manifested that they had a reason for the views expressed. It is quite clear that they have a teacher worthy of, and appreciated by, themselves. We congratulate not only this class that it had so good a teacher, but the entire city, that our High School has a gentleman so scholarly, and in every way so worthy for Principal, as Mr. Howland.

We may add, that we heartily commend the High School to the fostering care of the city. It is worthy the highest commendation.

S. M. MOORE, }  
M. S. DEAN, } *Committee.*



## REPORT OF PRINCIPAL OF HIGH SCHOOL.

TO MESSRS. T. SCHINTZ, C. N. HOLDEN, AND W. H. KING,  
*Committee on the High School.*

GENTLEMEN: The attendance of the High School for the past year is shown by the following

## SUMMARY.

MONTHS.	WHOLE NUMBER ENROLLED.	ADMITTED.	LEFT.	TARDY.	AVERAGE NO. BELONGING.	AVERAGE DAILY ATTENDANCE.	PER CENT. OF ATTENDANCE.	NUMBER IN THE NORMAL DFT.	NUMBER IN THE CLASSICAL DFT.	NUMBER IN THE GENERAL DFT.	NUMBER STUDY-ING GERMAN.	NUMBER STUDY-ING FRENCH.	NO. IN GEN. DFT. STUDY'G LATIN.
September .....	507	507	4	22	501	489	98.9	79	17	411	246	49	116
October .....	517	18	35	32	496	483	97.3	89	17	411	242	50	119
November .....	491	13	28	43	477	460	96.4	81	16	394	229	50	115
December .....	469	9	26	66	462	446	96.7	77	15	377	227	47	103
January .....	463	24	31	27	451	438	97.3	80	15	368	221	47	100
February .....	447	7	22	20	434	416	96.0	76	15	356	212	47	97
March .....	439	21	25	24	424	409	96.3	81	15	343	206	47	90
April .....	425	9	16	18	418	401	95.8	75	15	335	199	47	89
May .....	410	16	25	31	401	383	95.8	73	15	322	193	45	84
June .....	401	5	13	38	392	379	96.6	72	15	314	192	44	78
Total .....	550	629	230	321	446	430	96.7	78.3	15.5	363.1	216.7	47.3	99.1
Average .....													

The number in the several classes has been as follows:

	Whole No.	No. at Close of Year.
Senior, - - - - -	53	51
First Middle, - - - - -	69	51
Second Middle, - - - - -	130	82
Junior, - - - - -	185	135
Normal, - - - - -	135	72

GRADUATES OF 1869.

The following are the names of the graduates at the Anniversary, July 2nd, 1869:

CLASSICAL DEPARTMENT.

James C. Bigelow,  
Thomas A. Blair,  
James R. Blaney,  
Samuel M. Booth,  
Charles F. Bradley,

Frank A. Bradley,  
Arnold N. Heap,  
Normand S. Patton,  
Julius Steele,  
John Woodbridge.

GENERAL DEPARTMENT.

N. H. Blatchford,  
George S. Brintnall,  
John Donahue,  
P. Sanford Hayes,  
Charles S. Hurley,  
Victor F. Lawson,  
John P. Lenox,  
George R. Nichols,  
Charles W. Turner,  
Ida A. Barned,  
Jennie E. Boynton,  
Mary E. Bronson,  
Helen M. Chase,  
Lottie W. Cushing,  
Ella A. Dewey,  
Sarah A. Downs,  
Ella L. Evarts,  
Fannie E. Fennimore,  
Jennie E. Gillespie,  
Alice M. Gray,  
Emma L. Hand,  
Helen L. Holden,

Lucy M. Howard,  
Carrie Hull,  
Allie C. Irvin,  
Lillian Johnstone,  
Augusta D. Kehoe,  
Carrie Kohn,  
Mary J. Leadley,  
Ellen F. Leadwith,  
Georgiana S. Lee,  
Etta W. Livermore,  
Mercianne McMillan,  
Amanda E. Pullen,  
Miriam Schwab,  
Corinne Stubbs,  
Esther H. Teare,  
Rebecca S. Titsworth,  
Alice B. Tullis,  
Ella B. Turner,  
Flora Unna,  
Julia West,  
Ella A. White,  
Mary Wilkins.

NORMAL DEPARTMENT.

Jennie Allen,  
Isabella M. Barnett,  
Martha J. Bird,  
Agnes D. Burgess,  
Eliza J. Campbell,  
Margaret Hardinge,  
Isabella A. Hedenberg,  
Jeannette Hinchliffe,  
Emma M. Howard,  
Charly E. Hutchings,  
Clara E. Lamb,  
Isabella Leslie,  
Christina Livingston,  
Julia F. Maher,  
Minnie McCammon,  
Amanda H. McGraw,  
Anna A. Nash,

Nancy B. Owen,  
Fanny M. Pickard,  
Laura F. A. Riley,  
Frances E. Rowan,  
Delia A. Ryan,  
Helen D. Shipman,  
Elsie V. Smale,  
Anna Steiger,  
Emma F. Storey,  
Laura H. Sturtevant,  
Margaret A. Sullivan,  
Lizzie D. Thayer,  
Eliza J. Tout,  
Fannie E. White,  
Melissa A. Williams,  
Louise S. Wilmans,  
Sarah E. Wilson.

PRIZES.

The Bryan Life Membership in the Chicago Library Association was awarded to Arnold N. Heap.

The Scholarships in Bryant and Stratton's Commercial College were awarded to John P. Lenox, of the General Department, and Maggie Hardinge, of the Normal Department.

The Scholarships in Porter's Telegraph College were awarded to Sarah A. Downs, of the General Department, and Jeannette Hinchliffe, of the Normal Department.

Miss Ella L. Evarts, of the General Department, was entitled to one of the Bryant and Stratton Scholarships, but having received one at the time of her graduation from the District Schools, she was presented with a work entitled "The History of Art."

At the examination for admission, held June 24, there were 318 candidates for the different Departments.

The following were the questions presented :

#### QUESTIONS FOR GENERAL DEPARTMENT.

##### ARITHMETIC.

*(Time — One Hour and Ten Minutes.)*

1. The largest engine at the Chicago Water Works throws 18,000,000 gallons in a day, or 24 hours. In how many minutes would it fill the West Side Reservoir, the same holding 480,000 gallons?
2. The three engines employed at the Water Works have capacities in the ratio of 1, 2 and 3; the largest engine being the one mentioned in question No. 1. How many gallons will the three supply each hour, if kept running together.
3. How many hogsheads of water, wine measure, will the largest engine throw in one year ( $365\frac{1}{4}$  days)?
4. The population of Chicago is estimated at 300,000. How many hogsheads will the two smaller engines furnish each inhabitant in a week, if kept running together? Capacity of two smaller engines as found in question No. 2.
5. At \$1.80 per square yard for paving, what will it cost to pave a street that is 1,800 feet long, and 60 feet wide, between curb stones?

6. At 50 cents a cubic yard for filling, what would be the expense of filling the same street to an average height of 2 feet 6 inches? Curb stones at \$1.15 per linear foot, what would it cost to curb both sides, and to fill and pave the above street, (no allowance to be made for breaks in curb stones at cross streets)?

7. John Smith owns a lot 50 feet wide, fronting upon the south side of the above street. What will be his tax for the improvement of the street; and what per cent. upon the value of his property will pay his tax for said improvement, his property being valued at \$12,000?

8. If the amount John Smith must pay were due nine months hence, at what rate per cent. per annum must he loan \$400 now, to secure an amount equal to his tax when due?

9. A school lot fronts 200 feet upon a paved street. The curb wall is built 9 feet high, with an average thickness of 2½ feet. The price is \$18.50 per cord (a cord of stone laid in wall is 100 cubic feet). What will the curb wall cost the School Fund?

10. How long must a rope be to attach the top of a perpendicular derrick 30 feet high, to a post 40 feet from the foot of the derrick, allowing 6 feet of rope with which to tie to the post?

ENGLISH GRAMMAR.

(Time—One Hour.)

1. Decline the pronouns — *He, It, Who, I, Thou.*
2. Compare the adjectives — *Bad, Able, Serious, Much, Benevolent.*
3. Give the synopsis of the verb *Laugh* through the indicative mode with the pronoun *We.*
4. Write a sentence containing an adverb in the superlative degree.
5. Correct, if needed, and give reason for correction :
  - I. I seen him before you come.
  - II. It is she, who you saw.
  - III. I have not had no dinner.

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6. Write and punctuate properly the following :

spirit oh my spirit is it thou art out of tune  
art thou clinging to december while the earth is in its  
june

7. Analyze :

“ I can not tell,  
For language can not paint, what I have seen.”

Parse the words *for, can, paint, and what.*

UNITED STATES HISTORY.

(*Time—One Hour.*)

1. What portion of the present United States was discovered and settled mainly by the English?
2. Along what rivers mainly were the French discoveries made?
3. What can you say of “King George’s War,” and what was its most important event in America?
4. Name, in their order, the Intercolonial Wars.
5. Name the most important event of 1776—also one battle in which the Americans were defeated, and one in which they were victorious, in the year 1776.
6. How long after the surrender of Cornwallis was the Constitution framed? What one of the original thirteen States had nothing to do with framing the Constitution?
7. Name the most important event of Madison’s administration.
8. During whose administration did the Mexican War occur? What General, distinguished during the Mexican War, afterward became President of the United States?
9. Most important events of the Great Rebellion in the year 1864.
10. Describe the most important naval engagement of the Great Rebellion.

GEOGRAPHY.

(Time — One Hour.)

1. What Mountains would you cross in going from Philadelphia, directly West, to the Pacific Ocean?
2. What large Rivers would you cross in going from Brownsville, Texas, exactly north, to the Arctic Ocean?
3. Bound Kentucky.
4. What River, what Lakes, and what Mountains upon the Western Continent are crossed by the parallel of 45° N. Latitude?
5. What States produce coal most abundantly? What gold? What iron?
6. Describe and locate Rhine, St. Petersburg, Alps, Pekin, Euphrates.
7. From what ports in South America are hides exported? Diamonds? Coffee? Cocoa? Peruvian bark?
8. What City in Spain is upon nearly the same parallel of latitude as Chicago? What City in Turkey? What City in Italy? What great Desert of Asia is crossed by the same parallel? What Cape upon the western coast of North America is nearly upon the same parallel?
9. Bound the South Temperate Zone, giving the circles that limit it, and give its width in degrees.
10. Define *Latitude, Longitude, Antipodes, Physical Geography, Political Divisions.*

MISCELLANEOUS.

(Time — Fifty Minutes.)

1. What distinctions are observable in musical tones? What are the properties of tones?
2. Write the scale in double measure upon the key of C, E, B flat and G.
3. Define absolute pitch.

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4. Write four measures of quadruple measure, using three different kinds of notes and three different dotted notes, writing the names of the notes beneath them.

5. How do you designate the kind and variety of measure? Illustrate.

6. Name the planets in their order from the sun.

7. What is a stratified rock?

8. Why is it not safe to sleep in a close room when charcoal is burning in an open furnace?

9. Explain the action of a common pump.

10. Why do blacksmiths heat wagon tires before setting them?

SPELLING.

- |                  |                  |
|------------------|------------------|
| 1. Turbulent.    | 11. Typhoid.     |
| 2. Handkerchief. | 12. Melancholy.  |
| 3. Caprices.     | 13. Preceding.   |
| 4. Hemorrhage.   | 14. Jeopardy.    |
| 5. Knapsack.     | 15. Rhythm.      |
| 6. Chronicle.    | 16. Bombazine.   |
| 7. Cloudless.    | 17. Palsy.       |
| 8. Mignonnette.  | 18. Euphony.     |
| 9. Physician.    | 19. Ingredients. |
| 10. Geranium.    | 20. Allspice.    |

QUESTIONS FOR NORMAL DEPARTMENT.

ARITHMETIC.

(Time — One Hour and Ten Minutes.)

1. A boy bought 30 oranges; for  $\frac{2}{3}$  of them he paid 3 cents for 2, and for the remainder 2 cents for 3. For what must he sell them each to gain 50 per cent.?

2. Write the letters used in the Roman Notation, the numbers they express, and state three principles in accordance with which they are combined to express other numbers.



3. The driving wheels of 3 locomotives are respectively 12, 18 and 21 ft. in circumference. Required the shortest distance in which all will make an exact number of revolutions.

4. How would you find the value in gold of an amount in currency? The value in currency of an amount in gold?

5. A merchant being asked what per cent. he gained on a certain box of goods, replied,  $\frac{3}{4}$  of the selling price is 20 per cent. less than the cost. Required his gain per cent.

6. Point out the resemblances and differences in simple and compound addition.

7. A owes B a certain sum,  $\frac{1}{2}$  of which is due in 3 months,  $\frac{1}{3}$  in 6 months, and the remainder in 8 months. In what time could the whole debt be paid at once?

8. Define these arithmetical terms: table,—uniform and varying, decimal and duodecimal scales.

9. In a cask filled with brandy and water,  $\frac{3}{8}$  of the whole plus 3 gallons is brandy, and  $\frac{1}{4}$  of the whole plus 2 gallons is water. Required the number of gallons of each.

10. How are the complete divisors found in extracting square and cube root?

#### GRAMMAR.

*(Time — One Hour.)*

1. Define the common, emphatic, progressive, and passive forms of a verb, and illustrate by the use of the verb "see."

2. Give the use of each of the interrogative pronouns, and illustrate by examples.

3. Correct the following plurals, if necessary, and give the rule or principle on which the correction depends: Folioes, grottoes, vallies, dutys, calfs, cup-fulls, son-in-laws, phenom-enons.

4. Give the name and use of these symbols: ([ ]), ('), (" "), (\*), ( $\wedge$ ), (\* \* \*), ( $\P$ ), ( $\ddots$ ), ( $-$ ), ( $\int$ ).

5. How is the gender of collective nouns determined?

6. Define defective and impersonal verbs and give examples of each

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7. The proper use of the auxiliaries "shall" and "will," with examples.

8. Write interjections expressing the following feelings: Joy, surprise, desire for attention, contempt, sorrow, languor, desire for silence.

9. Analyze:

"The Patriots not dispersing, Pitcairn ordered his men to fire."

Parse the words, *patriot, dispersing, men, fire.*

10. Correct this paragraph in all particulars:

can eny one have a real sencibility of Hart and not be allive too poitry however she is young this Part of her Education has bin neglected there is Time enugh to Remidy it i will be her preseptor i will kindel in Her mind the sacred flaim and lead her through thee faiery land off song

HISTORY.

(Time—One Hour.)

1. The Founding of Providence.
2. The origin of King William's War.
3. The Stamp Act.
4. LaFayette.
5. Surrender of Cornwallis.
6. Aaron Burr.
7. Battle of Tippecanoe.
8. Battle of Buena Vista.
9. Siege of Vicksburg.
10. Assassination of Lincoln.

GEOGRAPHY.

(Time—One Hour.)

1. Define a mountain chain, system, table-land, volcano, river-basin, and illustrate by diagram the last definition.

2. Name ten places, each of which shall be noted for one of these products—Coffee, Indigo, Caoutchouc, Opium, Nutmegs, Camphor, Cochineal, Rosewood, Diamonds, Copper.

3. Draw an outline of South America, with its mountain systems and great rivers.

4. Give three reasons to account for the large emigration from the Old to the New World, and state the difference between an emigrant and an immigrant.

5. What waters are connected by the Suez Canal? What towns by the Panama Railroad? How do these works facilitate commerce? Where is the Yo Semite Valley? Mount Blanc?

6. Name the countries touching the Mediterranean.

7. Describe the Mississippi, Volga and Yang-tse-Kiang rivers.

8. Describe the most expeditious route around the world, beginning at New York and traveling westward.

9. Name the different races of men, and the parts of the earth in which they are chiefly found.

10. How does a degree of longitude vary from the equator toward the poles? What point on the earth has neither latitude nor longitude?

MUSIC AND MISCELLANEOUS.

*(Time — Fifty Minutes.)*

1. Give three varieties of measure ; the length of the dotted quarter note in each variety ; and the department to which the dot belongs :

2. Write the scales of C, D, E, B flat and A flat in double measure, wrtting under each note the name of its pitch.

3. Give the names of the pitches in the scale of A, between which the half steps occur.

4. Define syncopation and illustrate it in triple measure in the key of G.

5. Write four measures of quadruple measure, using three kinds of dotted notes.

6. State the origin of the coal beds.

7. How is the change of seasons produced?
8. Explain the formation of dew.
9. What is a fossil?
10. Name a constellation always above our horizon.

## SPELLING.

*(The same as for the General Department.)*

The result of the examination is shown in the following table:

SCHOOLS.	NUMBER EXAMINED.		NUMBER ADMITTED.		AVERAGE SCHOLARSHIP OF THOSE EXAMINED.	AVERAGE AGE OF THOSE ADMITTED.		ADMITTED TO NORMAL DEPARTMENT.	TOTAL ADMITTED.
	MALES.	FEMALES.	MALES.	FEMALES.		MALES.	FEMALES.		
Dearborn .....	7	8	7	6	75	15.2	15.8	1	14
Jones .....	9	7	8	5	72	14.10	16.1	..	13
Scammon .....	4	7	4	7	79	14.7	14.10	5	16
Kinzie .....	7	7	6	7	78	14.7	16.0	..	13
Franklin .....	7	15	7	14	77	15.0	15.8	3	24
Washington .....	..	7	..	7	75	..	15.2	2	9
Moseley .....	7	9	6	8	74	14.6	14.11	1	15
Brown .....	12	15	12	15	80	15.7	16.0	3	30
Foster .....	5	11	5	11	77	14.11	15.2	4	20
Ogden .....	7	3	7	3	80	14.5	15.6	1	11
Newberry .....	8	10	8	10	80	15.4	15.3	4	28
Wells .....	5	6	5	6	79	14.3	14.3	..	11
Skinner .....	7	15	7	15	80	15.5	15.6	3	25
Haven .....	10	8	9	8	79	15.1	15.4	..	17
Cottage Grove .....	4	14	4	12	76	16.6	15.8	..	16
Holden .....	2	4	2	3	77	15.3	14.5	..	5
Dore .....	2	8	2	8	80	16.5	15.4	4	14
Hayes .....	6	13	6	13	80	16.0	15.6	..	19
	109	173	105	164	78	15.2	15.4	31	300

Respectfully submitted,

GEORGE HOWLAND,

*Principal.*

**REPORT**  
**OF THE**  
**SUPERINTENDENT.**



## REPORT.

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IN presenting to the Board of Education this the Fifteenth Annual Report of the condition and wants of our Public Schools, I desire to express my gratitude to those who have so generously sustained me in my work, to the teachers who have so universally coöperated with me in my efforts to improve the schools, and without whose hearty sympathy my own labors would have proved unavailing, and, above all, to Him whose smile has ever been upon us.

The year has not been one of uninterrupted sunshine to all. Clouds have gathered over the pathways of some, whose hearts still feel the burden of great sorrow. Though some of our teachers have been brought low by sickness, God has graciously spared the lives of all.

Trials have come to us all; it may be in the conscious inability to meet all the demands made upon us; it may be in the results of hasty and ill-judged action; or it may be in the intemperate

criticisms of those who have not fully comprehended all the facts pertaining to the matter criticised, or who have ignorantly or maliciously taken up a false accusation.

It is useless to deny the fact that we have sometimes erred in judgment; that mistakes have been made in matters of instruction and of discipline. Each teacher has had to deal with sixty children of varying dispositions and home influences. They come to him as strangers. Of their peculiarities he knows little or nothing. Because one in a hundred under such circumstances commits an error, is it just to assume that he acted willfully and with pure malice? Is it fair to judge the ninety and nine as unworthy of confidence because one has erred?

We have nearly five hundred teachers. They have had to deal with more than thirty thousand children. If we should take five hundred parents of equal intelligence with our corps of teachers, is it likely that all have, during the year, been entirely free from errors in the management of *their own* children, less than one-tenth the number placed under our teachers?

Children have rights that must be respected in our schools. They are entitled to kind treatment and to the very best services of their teachers. They are entitled to patient forbearance, to watch-



ful care, and to faithful admonition when acting improperly. These rights should never be ignored nor trampled upon. If teachers infringe upon them, they must suffer the consequences. With rights come corresponding obligations. The obligations to obey cheerfully all reasonable requirements, to treat their teachers respectfully and kindly, to heed admonitions, and to appreciate kind care and patient labors for their good, are certainly as deserving of recognition as their rights.

The position of the teacher is no sinecure. Placed, as nearly every teacher is, over sixty or more pupils of all shades of temperament, and coming from under the most diverse home influences, the utmost human ingenuity must be constantly taxed to preserve a decent degree of order, and yet bring about cheerful obedience on the part of all by means best suited to each individual child. Every parent expects his peculiar methods of government carried out by the teacher, and yet, in the large majority of cases, the teacher is left in utter ignorance of what those methods are. The teacher is often severely criticised for not knowing what the parent alone could have told; and many mistakes have been made through the false notion that the teacher is able to detect at a glance just what the peculiarities of each pupil are. The parent is often at a loss to know just what is best in the

management of his two or three children, and if true to himself will confess to errors in judgment at times; but the teacher, in the care of children of twenty or thirty different families, must incur the risk of much censure on the part of those who, by timely coöperation, might prevent the commission of error. Vague rumors, originating in the excitement incident to the correction of any child who willfully resists the authority of a teacher, are often greatly magnified by circulation, until the teacher is looked upon as purely brutal in feeling, and unworthy of recognition as a human being. That cases of severe treatment of children may have occurred is not denied; that still others may occur is probable, for those unworthy the noble office of teacher may creep into it; but that a single case among thousands should serve to brand the whole class of teachers is absurd to the last degree. A parent hitherto respectable is found guilty of cruel treatment of his child; shall all respectable parents for that reason be made outcasts? Why should teachers be judged differently from other men? If any palliation is ever admissible, the teacher is at least equally entitled with others to its benefit. For more than twenty-five years I have been familiar with the experiences and trials of teachers. I confess to a warm sympathy with them, though I trust my sympathies will never lead me to shield

any one who is willfully wrong, should such a case ever come to my knowledge. Teachers as a class are earnest workers, patient, self-sacrificing, and devoted to the interests of their pupils. To this general statement the teachers of Chicago are no exception, but, as I firmly believe, they furnish an excellent illustration of its truth. That their services are appreciated by their employers, quickens their zeal and strengthens their determination to be worthy the esteem given them. Much is required of them, and faithfully and earnestly do they gird themselves to meet what is required. Some have shown their attachment to their work by refusing to enter more lucrative fields that have been opened to them.

The success of the past year has been due largely to their hearty coöperation, and to the spirit which has pervaded the whole corps.

Indications of prosperity have been frequent and unmistakable on every hand. Schools have grown in popular favor and in popular interest during the year. That we are still far from perfection, we are frequently reminded, and are also painfully conscious. We are glad to learn of our shortcomings, for in no other way may we be led to their correction. We are ever thankful for kindly criticism, and shall always be found profiting thereby. We have been told that the good

that is in the boy, however bad his behavior, may be drawn upon by judicious teachers to his reformation. May not a brief notice of the good work done by teachers, as a class, help toward the improvement of the very few who are not always judicious? The thousand acts of kindness that win the esteem and the love of pupils are never published to the world; but they are written upon the hearts of many who sympathize most fully with the teachers in their desire and effort to do good to the children under their charge.

SUMMARY OF STATISTICS.

I. POPULATION.

Population of the city, as per census of October, 1868, . . . . .	}	252,054
Number of children between six and twenty-one years of age, . . . . .	}	64,842

II. SCHOOLS.

	1867-8.	1868-9.
Number of Districts :		
Grammar, . . . . .	21	21
Primary, . . . . .	6	9
Total, . . . . .	27	30
Number of Schools :		
High, . . . . .	1	1
Grammar, . . . . .	21	21
Independent Primary, . . . . .	6	9
Total, . . . . .	28	31
Number of Buildings :		
Owned by city, . . . . .	38	40
Rented, . . . . .	11	15
Total Buildings used, . . . . .	49	55
Number of Rooms used for School Purposes :		
High, . . . . .	11	12
Grammar, . . . . .	278	285
Independent Primary, . . . . .	39	62
Recitation Rooms, . . . . .	45	47
Total number of Rooms, . . . . .	373	406

## III. TEACHERS.

	1867-8.	1868-9.
Number of Teachers in High School :		
Males, . . . . .	10	12
Females . . . . .	4	4
Total in High School, .	14	16
Number of Teachers in Grammar Schools :		
Males, . . . . .	19	20
Females, . . . . .	335	378
Absent on leave, . . . . .	0	2
Total in Grammar Schools, .	354	400
Number of Teachers in Independent Primary Schools :		
Females, . . . . .	31	63
Number of Music Teachers :		
Males, . . . . .	2	2
Total number of Teachers, .	401	481

## IV. PUPILS.

Whole Number of Different Pupils Enrolled :		
Grammar and Primary Schools —		
Boys, . . . . .	15,066	17,504
Girls, . . . . .	14,398	16,692
High School, . . . . .	490	544
Total, . . . . .	29,954	34,740
Average Number Belonging :		
Grammar and Primary Schools, .	17,901.1	22,392.0
High School, . . . . .	420.6	445.6
Total, . . . . .	18,321.7	22,837.6
Average Daily Attendance :		
Grammar and Primary Schools, .	17,250.1	21,634.3
High School, . . . . .	408.0	430.4
Total, . . . . .	17,658.1	22,064.7

# *Report of the Superintendent.*

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Percentage of Punctual Attendance,	1867-8. 96.4	1868-9. 96.6
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## Whole Number Enrolled in High School :

### General Department—

Senior Class,	35	53
First Middle Class,	74	69
Second Middle Class,	108	130
Junior Class,	211	185
Total,	428	437

### Normal Department—

Senior Class,	26	34
Junior Class,	41	39
Special Class,	0	34
Total,	67	107

Total number in High School,	495	544
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Average Number Belonging to High School,	420.6	445.6
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Average Daily Attendance,	408.0	430.4
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Per cent. of Punctual Attendance,	97.0	96.6
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Ratio of Average Number Belonging in all the Schools to the Whole Number of Children of School Age in the City, expressed decimally,	.286	.352
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Ratio of Average Number Belonging to Whole Number Enrolled,	.612	.644
----------------------------------------------------------------	------	------

## Average Number of Pupils to a Teacher :

### High School —

Whole Number Enrolled,	37.7	38.8
Average Number Belonging,	32.4	31.8
Average Daily Attendance,	31.4	30.8

### Grammar Grades and Primary Grades—

Whole Number Enrolled,	82.5	80.0
Average Number Belonging,	50.2	52.1
Average Daily Attendance,	48.4	50.3

Average Number of Pupils Belonging to each }  
of the several Grades during the Year: }

	1867-8.	1868-9.
Grammar Department —		
First Grade, . . .	337.6	357.0
Second Grade, . . .	616.3	715.1
Third Grade, . . .	1,199.1	1,256.1
Fourth Grade, . . .	1,473.7	1,681.8
Total Grammar Dep't,	3,626.7	4,010.0

Primary Department —		
Fifth Grade, . . .	2,217.2	2,416.0
Sixth Grade, . . .	1,577.1	2,159.0
Seventh Grade, . . .	2,088.8	2,874.5
Eighth Grade, . . .	3,021.1	3,706.6
Ninth Grade, . . .	2,836.1	3,795.9
Tenth Grade, . . .	2,534.1	3,430.0
Total Primary Dep't,	14,274.4	18,382.0

Number of Scholars Promoted:

From Tenth to Ninth Grade, . . .	3,123	4,385
From Ninth to Eighth Grade, . . .	2,563	4,785
From Eighth to Seventh Grade, . . .	2,580	3,754
From Seventh to Sixth Grade, . . .	2,335	3,084
From Sixth to Fifth Grade, . . .	2,014	2,161
From Fifth to Fourth Grade, . . .	1,426	1,846
From Fourth to Third Grade, . . .	1,119	926
From Third to Second Grade, . . .	705	677
From Second to First Grade, . . .	395	553
From First Grade to High School, . . .	245	303
Total, . . . . .	16,505	22,474

Number of Tardinesses, . . . . .	44,926	54,396
Number of Pupils in Attendance during the whole year, . . . . .	6,134	8,427
Number of Pupils not tardy, . . . . .	2,195	3,677



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	1867-8.	1868-9.
Number of Pupils not absent a single half day during year, . . . . .	841	1,393
Number of Pupils neither absent nor tardy during the year, . . . . .	570	963

## Number of Suspensions :

### For Absence —

Boys, . . . . .	1,776	1,789
Girls, . . . . .	1,170	1,047
Total, . . . . .	2,946	2,836

### For Misconduct —

Boys, . . . . .	289	316
Girls, . . . . .	56	44
Total, . . . . .	345	360
Total Suspensions, . . . . .	3,291	3,196

## V. EXPENSES.

	1867-8.	1868-9.
Salaries of Teachers,* . . . . .	\$277,203.85	\$350,515.43
Rents of Buildings, . . . . .	.	7,349.21
Incidentals (Janitors, Fuel and Supplies), . . . . .	73,868.74	96,271.07
Permanent Improvements, . . . . .	43,467.21	109,561.82
Total, . . . . .	\$394,539.80	\$563,697.53

## Cost per Scholar for Tuition alone, including

### High School :

	1867-8.	1868-9.
Upon School Census, . . . . .	\$4.33	\$5.40
Upon Number Enrolled, . . . . .	9.29	10.09
Upon Average Number Belonging, . . . . .	15.18	15.35
Upon Average Daily Attendance, . . . . .	15.71	15.88

\* From September, 1868, to July, 1869; other items are from April to April.

	1867-8.	1868-9.
Cost per Scholar for Incidentals, including High School :		
Upon School Census, . . . .	1.15	1.49
Upon Number Enrolled, . . .	2.46	2.77
Upon Average Number Belonging,	4.03	4.21
Upon Average Daily Attendance,	4.18	4.36
Total Cost per Scholar, including all Ex- penses, and Six per cent. upon Valua- tion of School Property :		
Upon School Census, . . . .	6.52	8.59
Upon Number Enrolled, . . .	13.99	16.02
Upon Average Number Belonging,	22.98	24.49
Upon Average Daily Attendance,	23.84	25.22

## VI. RECEIPTS FOR THE YEAR ENDING APRIL 1, 1869.

From School Tax, . . . .	\$387,486.99	*\$551,371.12
From State Fund, . . . .	6,907.51	34,618.53
From Rents and Interest, . .	40,681.95	45,639.47
Total, . . . .	\$435,076.45	†\$631,629.12

The above summary gives a fair exhibit of the past year as compared with the previous year.

The growth of the schools and the evidences of prosperity will appear more fully in the following facts, gathered from the statistics.

The Number Enrolled has increased 4,786, or a little less than 16 per cent. This increase has been limited necessarily by the lack of accommodations.

\* Including about \$14,000 of collections for past years.

† Of this amount, \$140,000 was for school buildings.

The actual increase in accommodations has been as follows:

The "Franklin School" was opened in January, with seats for 945 pupils, replacing the old building which had seats for about 445, an actual increase of	500
The "Hayes School" was opened September, 1868, with seats for	945
The "Clarke School" was opened in January, 1869, with seats for	945
The "Elm Street Primary School," opened in September, 1868, furnished accommodations for	512
The "Wentworth Avenue Primary School," opened in September, accommodates	512
Actual increase of accommodations	<hr/> 3,414

The remaining increase in enrollment is provided for in rented buildings.

The Average Number Belonging is 4515.6 more than last year; an increase of nearly 25 per cent. Comparing this increase with the increase in Number Enrolled, it will be seen that the attendance of pupils enrolled has been longer continued than in previous years. The number attending school less than four weeks is but 2,026, or 311 less than the previous year.

The number attending through the year without loss of membership, is 8,427; an increase of 2,293 over the previous year.

The per cent. of Average Number Belonging, upon Whole Number Enrolled for the past nine years, is as follows:

In 1860	it was	.	.	.	46	per cent.
In 1861	it was	.	.	.	50	per cent.
In 1862	it was	.	.	.	51	per cent.
In 1863	it was	.	.	.	50	per cent.
In 1864-5	it was	.	.	.	44	per cent.
In 1865-6	it was	.	.	.	58	per cent.
In 1866-7	it was	.	.	.	60.5	per cent.
In 1867-8	it was	.	.	.	61.2	per cent.
In 1868-9	it was	.	.	.	64.4	per cent.

The Average Daily Attendance has improved during the past year, being very nearly 25 per cent. larger than last year, while the increase in enrollment is less than 16 per cent.

SCHOOLS.	Number of Pupils in Daily Attendance.	Number of Tardinesses.	Per cent. of Tardinesses.	Number of Teachers Employed.	Number of Tardinesses of Teachers.	Per cent. of Tardinesses of Teachers.
High .....	430	321	.2	17	0	.0
Dearborn .....	604	2,386	.0	14	56	1.0
Jones .....	893	2,025	.8	23	40	.4
Scammon .....	1,062	2,867	.7	22	35	.4
Kinzie .....	1,051	2,080	.7	24	171*	1.8
Franklin .....	1,137	2,351	.5	25	86	.6
Washington .....	978	2,081	.5	19	61	.8
Moseley .....	964	3,384	.8	20	49	.6
Brown .....	717	1,550	.6	13	128†	2.5
Foster .....	1,207	1,352	.3	23	11	.1
Ogden .....	621	1,427	.6	12	39	.8
Newberry .....	1,389	1,421	.3	27	64	.6
Wells .....	834	2,405	.7	18	70	1.0
Skinner .....	1,175	2,856	.6	24	93	1.0
Haven .....	926	798	.2	19	52	.9
Cottage Grove .....	694	2,347	.8	16	93	1.4
Holden .....	710	3,636	1.3	16	115	1.6
Holstein .....	53	65	.3	2	4	.5
Dore .....	1,169	2,851	.6	23	13	.1
Carpenter .....	806	1,829	.5	19	60	.8
Hayes .....	827	1,963	.6	16	33	.5
Clarke .....	294	750	.6	14	0	.0
Pearson Street Primary .....	495	1,482	.7	9	66	1.8
Elizabeth Street Primary .....	442	1,423	.8	9	28	.7
Rolling Mill Primary .....	182	626	.9	5	8	.4
Walsh Street Primary .....	511	1,776	.9	12	21	.4
DeKoven Street Primary .....	458	539	.3	9	8	.2
Elm Street Primary .....	467	1,254	.7	9	28	.8
Wentworth Avenue Primary .....	524	2,037	1.0	11	29	.7
North Branch Primary .....	249	464	.5	9	14	.4
Blue Island Avenue Primary .....	45	562	3.0	1	0	.0
Total .....	22,065	54,717	.6	480	1475	.8

\* Largely due to two teachers, who have resigned their positions.

† Largely due to one teacher, who has resigned her position.

PER CENT. OF PUNCTUAL ATTENDANCE.

SCHOOLS.	1855-6.			1866-7.			1857-8.			1868-9.		
	Grammar Department.	Primary Department.	Whole School.	Grammar Department.	Primary Department.	Whole School.	Grammar Department.	Primary Department.	Whole School.	Grammar Department.	Primary Department.	Whole School.
Dearborn .....	94.2	91.6	92.2	94.7	91.6	92.2	93.8	94.7	94.7	95	96.0	95.9
Jones .....	95.3	94.1	94.3	96.4	94.3	94.3	95.9	97.5	97.4	95.8	97.2	97.1
Scammon .....	98.3	94.5	95.6	98.2	95.8	96.5	98.7	97.5	98.4	98.4	98.4	98.4
Kinzie .....	94.3	91.6	92.0	94.7	91.8	92.2	95.4	94.4	94.4	95.8	95.7	95.7
Franklin .....	95.3	95.6	95.7	97.2	96.4	96.6	98.1	98.7	98.8	98.0	98.1	98.1
Washington .....	93.7	90.7	91.2	94.5	94.7	93.2	95.7	95.8	95.8	95.5	96.0	96.1
Moseley .....	95.3	92.6	93.3	95.4	93.0	93.8	95.5	95.1	95.6	95.2	96.0	96.1
Brown .....	94.4	91.6	92.5	95.4	93.2	93.9	96.6	95.9	96.3	95.8	95.8	96.2
Foster .....	94.0	92.6	92.8	95.4	94.7	94.8	97.8	97.9	97.9	97.9	98.1	98.1
Ogden .....	94.6	92.8	93.2	93.5	92.9	93.1	94.2	95.1	95.1	95.3	96.3	96.0
Newberry .....	95.5	93.7	94.0	95.2	93.7	93.9	96.4	95.9	95.9	95.7	96.2	96.2
Wells .....	94.4	91.5	91.8	95.2	93.6	93.8	97.2	96.3	96.6	96.7	96.5	96.5
Skinner .....	93.4	91.2	91.8	94.5	93.2	93.4	95.7	95.8	95.8	95.5	95.1	95.2
Haven .....	92.4	90.7	91.0	94.4	92.8	93.1	95.9	95.5	96.0	96.2	96.4	96.3
Cottage Grove .....	95.3	90.6	92.5	94.4	92.4	92.7	95.0	95.2	95.5	96.3	94.9	95.3
Holden .....	91.3	88.1	83.4	93.1	89.2	89.6	94.6	94.4	94.4	94.0	93.3	93.4
Holstein .....	86.1	89.4	88.0	93.0	90.0	91.5	96.0	95.0	95.4	95.3	96.4	96.4
Dore .....	.....	.....	.....	.....	.....	.....	97.9	97.4	97.4	97.8	97.6	97.6
Carpenter .....	.....	.....	.....	.....	.....	.....	94.1	96.8	95.4	96.9	97.1	97.1
Hayes .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	96.6	95.5	95.6
Clarke .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	98.0	95.4	95.6
Pearson Street Primary .....	.....	.....	.....	97.5	97.5	.....	98.2	93.2	.....	98.0	98.6	98.6
Elizabeth Street Primary .....	.....	.....	.....	93.7	93.7	.....	95.3	95.3	.....	93.2	96.2	96.2
Rolling Mill Primary .....	.....	.....	.....	91.9	91.9	.....	92.5	96.5	97.8	96.3	96.6	96.6
Walsh Street Primary .....	.....	.....	.....	94.5	95.3	95.2	95.8	95.2	95.1	96.8	97.3	97.3
DeKoven Street Primary .....	.....	.....	.....	.....	.....	.....	97.8	97.8	.....	97.9	97.9	97.9
Elm Street Primary .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	97.2	97.2	97.2
Wentworth Ave. Primary .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	98.4	98.4	98.4
North Branch Primary .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	96.8	95.8	95.8
Blue Island Ave. Primary .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	96.7	95.6	95.7
Average .....	94.5	92.4	92.8	95.3	93.6	94.0	96.4	96.3	95.4	95.6	95.6	96.6

The following Table will present in compact form the gains and losses of the past year.

In all matters that affect a school injuriously, decrease must be set upon the side of gain.

		GAINS.	LOSSES.
Number Enrolled .....	Increase.	4,786	
Average Number Belonging .....	Increase.	4,515.6	
Average Daily Attendance .....	Increase.	4,406.7	
Per cent. of Punctual Attendance .....	Increase.	Per cent., .2	
Per cent. of Average Number Belonging upon Whole Number Enrolled .....	Increase.	Per cent., 3.2	
Per cent. of tardiness .....	<i>Same</i>	<i>as previous</i>	<i>year.</i>
Number present less than four weeks .....	Decrease.	311	
Number present the entire year .....	Increase.	2,203	
Number not absent .....	Increase.	552	
Number not tardy .....	Increase.	1,482	
Number neither absent nor tardy .....	Increase.	393	
Number suspended for absence .....	Decrease.	110	
Number suspended for misconduct .....	Increase.		13

From the above table we gain a knowledge of absolute gains and losses during the year, but as the number of pupils is largely increased, the real gains in those matters that affect schools injuriously are greater than apparent, while for the same reason the losses are really less. To cite examples: In suspensions for absence the per cent. for 1867-8, upon Average Number Belonging, was ninety-eight hundredths of one per cent. For this year it is eighty-one hundredths of one per cent. In suspensions for misconduct, which appear greater, the per cent. for 1867-8, is nearly twelve hundredths of one per cent. For 1868-9 but little more than ten hundredths of one per cent., a real gain in fact, by reason of the larger enrollment.

Statistics in detailed form, by schools, will be found in the Appendix.

In preparing the tables each year a greater degree of accuracy is attained. The reports made to the Board of Education are very generally correct in every particular. It gives me pleasure to bear testimony to the faithfulness and accuracy of those who have charge of the School Records, and I am quite confident that but little room remains for improvement.

In reviewing the work of the past year, it is pleasant to notice progress both in methods of instruction and in matters of discipline. Better work has been done than heretofore, as examinations clearly show.

#### READING.

In the schools where special instruction has been given, a good foundation has been laid, which may be most profitably built upon. Teachers have generally coöperated with the Special Teacher, and in all such cases the testimony in favor of her work is decided. Other schools have felt the influence of this special instruction, and an effort has been made to improve upon former methods. We are still far behind our possibilities. The change made in text-books has furnished new matter, and has thereby added to the interest felt, especially in the primary grades.

In the Tenth Grade, where no text-book is used, most marked improvements have been made in methods of teaching. The cards that have served a good purpose have been laid aside, and lists of words printed neatly upon the blackboard have been made the study of the children. The old practice of learning letters first and then words is almost entirely done away. Children learn words as easily as they learn letters, and in so doing get ideas that interest and profit them. These words are soon framed into simple sentences, and from a very few words learned a great variety of sentences may be formed. The teacher gives the child a short sentence embracing only words known, and the child steps to the board and points out the words, slowly at first, but after a time with facility and promptness. By this method quickness of perception is cultivated—the most important requisite in one who would read well. Children frame little sentences for each other to find. At each lesson some new word is added to the child's store, and he very soon masters enough to enable him to take his First Reader. The successful teacher still continues this process, even after the book is used, adding one by one the new words that are to appear to the child as he advances in his Reader. The story before him thus becomes a real story told to him, not a mass of hieroglyphics



to be deciphered. The practice of calling the attention of children even in more advanced grades to new and difficult words in the lesson immediately before them, produces most admirable results.

#### WRITING.

Year by year progress has been made in the right direction in this important study. During the past year printing has been almost entirely discarded, and children in the lowest grades have been taught to write with profit to themselves and with the assurance of better results in the future. It is evident to my mind that those who have never been taught to print their words are better writers than others who have pursued the old methods. In the more advanced grades, I have been pleased to notice that the most of our teachers confine their pupils closely to the lesson in hand, and do not permit a careless and straggling kind of writing, which is utterly barren of results. The whole class should have the same words as a *study* in Writing, and the attention of the whole class should be directed to the same study at the same time, so that the teacher may use his time to the greatest advantage. Many of our schools will compare favorably with the very best in other cities in the matter of Penmanship.

## ARITHMETIC.

Upon no other study is so much time spent unprofitably as upon Arithmetic. Examples without limit are wrought, but principles are not mastered. It is easier for the time being to follow the model, or to apply the rule, than it is to analyze the example, and to ascertain the principle underlying its solution. Methods of instruction are, however, undergoing a change in this regard. Principles are studied more than rules by those who would make the most successful use of their time. But the fact still remains a stubborn fact, that the examples given in text-books are studied far more than those furnished by the practical activities of the pupil. These activities vary with localities, and a text-book constructed with special reference to one locality, will not serve as good a purpose in another; nor can separate books be prepared for each locality where the subject is studied. Hence the teacher must step beyond the limits of the text-book at times, and furnish examples suited to time and place, and to the business of the community in which the pupil resides. The principles of Arithmetic are few and simple. Their possible combinations are almost infinite, and yet those required by the larger number of

pupils may be easily acquired. Certain kinds of business, requiring the use of numbers are common to all localities; certain others are peculiar to our own. The latter should not entirely supplant the former in the pupil's study, nor should they be so entirely neglected as close confinement to the text-book would permit. The selection of such illustrative exercises as come within the child's observation, will add largely to the interest felt in the study.

#### GRAMMAR.

Too much has been required of pupils in the study of theory, and hardly time enough has been left for practice. The Revised Course of Study provides for what appears to me a very desirable change in this regard. The work of the past year has been satisfactory in proportion as the study of mere rules of Grammar has given place to the study of Language. The old statement, that "English Grammar teaches us to speak and to write the English language correctly," was doubtless believed by its author, and it has been repeated many times by pupils who took it upon faith in the sincerity of him who uttered it. Language certainly existed before a Grammar was constructed. The rules of Grammar are but the expression of methods of

speech adopted by those who are called the best writers and speakers. They are an indication to beginners in the study of language as to methods of others who are worthy to be called models. Even in this matter the actual writings are worth more than the statements of how they wrote or spoke. To understand these writings requires more maturity of mind than is possessed by the large majority of pupils who are set to studying Grammar. Shall the study be neglected until this maturity is reached? In the same breath come the answers *Yes* and *No*. The child's language should be carefully watched, that he may form the habit of correct utterance, but the philosophy of language he may profitably defer till a later period. Many who have never studied a text-book on Grammar in their lives, are still very accurate in their use of language. It is not the practice of good writers to apply rules to the sentences they construct. It has become their habit to write correctly, and this habit has not been formed by the study and application of rules so much as by the study of other good writers. The living speaker is the text-book most studied by the people. Teachers can not fail to perceive the importance attached to their own use of language. In this regard, I trust the usual good sense of our teachers will still prevail.

MUSIC.

Our schools have done nobly during the past year in this department of study. A graded Course of Study in Music has been most successfully carried forward by the music teachers. The examinations held during the last week of the year, in the several schools, were very satisfactory. But little time has been devoted to the work of instruction in music each day. It has not interfered at all with other work. The relief afforded by the pleasant exercise has rather improved than detracted from the quality of other study.

At the examinations held during the last week of the year, the ability of pupils to read music at sight was most thoroughly tested, and the test was most satisfactorily sustained. In all grades there was found equal facility in reading, so far as the work of the grade extended.

With the increase of our schools in number it seems desirable that the number of music teachers should be increased.

In summing up the work of the year, I could hardly determine in which branch of study the best work has been done. The Annual Examination, in April, and the High School Examination

in June, give evidence of thorough instruction in all departments. For High School Examination see Report of High School.

The questions proposed at the former examinations, and the results attained, are appended.

### FIRST GRADE QUESTIONS.

#### ARITHMETIC.

*Time allotted, 9.30 to 11.30.*

[ Paper will be furnished to the pupils at 9.25, and the questions immediately after. Each pupil will be furnished with two sheets of paper, and will be allowed nothing else upon the desk, or about the desk, except a slate, slate-pencil and pen. The pupils will take special care as to the margin and neatness of papers, but will not be allowed to rule or fold for a margin. If possible, without crowding, let all examples be wrought upon one sheet of paper, using both sides of the sheet. The second sheet may be used if necessary. The examples may be worked out first on slates, and then copied on paper, if pupils prefer to do so; but all the copying must be completed within the time specified. *The solutions should be copied on the paper in full*, so that the Committee may see the process as well as the answers. No books nor helps of any kind allowed on the desks, and none to be used during the examination. All communication to be avoided. Pupils to receive no information from teachers, or others, respecting any of the questions. Every pupil to write at the top of each paper his name, name of teacher, grade to which he belongs, and name of school. Each answer should be numbered to correspond with the number of the question. At the close of the time specified, every paper will be taken up, whether completed or not.]

1. Find interest upon \$375 for 1 year 8 months, at 9 per cent. per annum.
2. What principal put at interest at 12 per cent. per annum, will in 2 years 3 months, amount to \$2,540?
3. A man was offered \$3,675 for his house in cash, or \$4,235 in three years, without interest. He accepted the latter. Did he gain or lose (money being worth 7 per cent.) and how much?
4. What amount of accounts must an attorney collect in order to pay over \$2,200, and retain  $8\frac{1}{2}$  per cent for collecting?
5. In how many years will a man, paying 8 per cent. interest upon a debt, pay the face of the debt in interest?

6. What will be the cost of a draft upon New York for \$5,250, exchange being  $\frac{1}{4}$  of 1 per cent. premium?

7. What draft may be purchased for \$158.40, exchange being 1 per cent. discount?

8. What is the ratio of 3 gallons, to 3 quarts and 1 pint?

9. A butcher, in selling meat, sells  $15\frac{1}{4}$  ounces for a pound. How much does he cheat a customer whose bill is \$50?

10. If I lend a friend \$300 for 1 year and 4 months, for how long a time must he lend me \$175 as an equivalent for the favor?

11. If 8 men will dig a ditch 200 feet long, 3 feet wide and 4 feet deep, in 5 days of 8 hours each, how many hours a day must 12 men work to dig a ditch 300 feet long, 6 feet deep and 2 feet wide, in four days?

12. Three friends rent a house for \$800 per annum. At the end of 6 months one is relieved by the other two from further payment, and after 4 months more another is relieved by the remaining one, who pays what is due. What does each man pay?

13. How many yards of cloth that is  $\frac{7}{8}$  of a yard wide will line 25 yards that is  $1\frac{3}{4}$  yards wide?

14. How many rods of fence will be required to enclose a square field of 40 acres?

15. What o'clock is it when the time from noon is  $\frac{3}{4}$  the time till midnight?

*Analyze fully the following examples :*

16.  $\frac{3}{4}$  of 36 is what part of 54?

17. If  $\frac{3}{4}$  of a pound of beef cost 12 cents, what will  $3\frac{1}{2}$  pounds cost at the same rate?

18. A merchant sold 10 barrels of sugar at \$8 per barrel, and thereby lost \$25. What did the sugar cost per barrel?

19. If 8 men can do a piece of work in 5 days, how many men will be required to do the same work in 2 days?

20. A man sold an ox for \$64, losing  $\frac{1}{4}$  of what he paid for him. If he paid for him with wood at \$10 per cord, how many cords did he pay?

## SECOND GRADE QUESTIONS.

## ARITHMETIC.

*Time allotted, 9.30 to 11.30.*

[Paper will be furnished to the pupils at 9.25, and the questions immediately after. Each pupil will be furnished with two sheets of paper, and will be allowed nothing else upon the desk, or about the desk, except a slate, slate pencil, and pen. The pupils will take special care as to the margin and neatness of papers, but will not be allowed to rule or fold for a margin. If possible, without crowding, let all examples be wrought upon one sheet of paper, using both sides of the sheet. The second sheet may be used if necessary. The examples may be worked out first on slates, and then copied on paper, if pupils prefer to do so; but all the copying must be completed within the time specified. *The solutions should be copied on the paper in full*, so that the committee may see the process as well as the answers. No books nor helps of any kind allowed on the desks, and none to be used during the examination. All communication to be avoided. Pupils to receive no information from teachers or others, respecting any of the questions. Every pupil to write at the top of each paper his name, name of teacher, grade to which he belongs, and name of school. Each answer should be numbered to correspond with the number of the question. At the close of the time specified, every paper will be taken up, whether completed or not.]

1. The sum of two numbers is 185. The less number is 75.  
What is the product of the two numbers?

2. Two men start from places 175 miles apart; one travels 3 miles an hour and the other 2 miles an hour. In how many days will they meet if they travel 7 hours each day?

3. What is the least common multiple of 10, 45, 75, 90?

4. Reduce  $\frac{4}{5}$  to a fraction whose denominator is 119.

5. A carpenter worked  $17\frac{3}{8}$  days, and after paying  $\frac{7}{11}$  of what he earned for board he had \$32 left. What were his wages per day?

6. A, B and C can do a piece of work in 5 days; B and C can do the same work in 8 days. How long will it take A to do the work alone?

7. What is the value of  $\frac{\frac{2}{3} \text{ of } \frac{3}{4}}{\frac{1}{2}}$ ?

8. If a man spend  $1\frac{3}{8}$  dollars per month for tobacco, in how many months will his tobacco purchase a house worth \$800?

9. Bought 728 pounds of candles at  $16\frac{3}{8}$  cents per pound. If I had paid  $3\frac{1}{4}$  cents less per pound, how many pounds could I have bought with the same money?



10. A farmer sold 175 bushels of oats at  $62\frac{1}{2}$  cents per bushel, and received 75 pounds of sugar at  $16\frac{2}{3}$  cents per pound, and 15 pounds of tea at  $87\frac{1}{2}$  cents per pound, and the rest in cash. How much money did he receive?

11. What is the freight upon 3,576 pounds of iron, the rate being 75 cents per 100 pounds?

12. Samuel Jones bought of James Thomas 50 pairs of boots at \$7.50 per pair, 30 pairs shoes at \$2.25 per pair, 40 pairs of buskins at \$3.50 per pair, and 50 pairs of brogans at \$1.75 per pair. Make a bill of the above goods, in proper form, and have it carried out by items and properly receipted.

13. Reduce  $\frac{2\frac{1}{2}}{3\frac{1}{8}}$  to a decimal fraction.

14. How many spoons, each weighing 2 ounces and 15 pwts., can be made from 5 pounds and 6 ounces of silver?

15. How many pounds in 400 barrels of flour?

*Write out a full analysis of the following questions:*

16. How many square yards of surface can be covered with 12 yards of carpeting, which is  $\frac{1}{2}$  yard wide?

17. In 60 shillings how many pounds?

18. How many square yards in a room that is 9 feet square?

19. I bought a hat for \$1.50, which I sold for \$1.25; how much did I lose?

20.  $2\frac{1}{2}$  is  $\frac{1}{10}$  of what number?

## THIRD GRADE QUESTIONS.

## GEOGRAPHY.

*Time allowed for this Exercise, 9.30 to 11.30.*

[No books, nor helps of any kind, allowed on the desks, and none to be used during the examination. All communication to be avoided. Pupils to receive no information from teachers or others, respecting any of the questions. Every pupil to write at the top of each paper his name, name of teacher, name of school and grade to which he belongs. Each answer should be numbered to correspond with the number of the question. Pupils should attend carefully to the writing, as this will be taken into account in summing up the results. At the close of the time specified, every paper will be taken up, whether completed or not. Two sheets of paper will be furnished each pupil, and nothing else will be allowed on or about the desk except slate, slate-pencil and pen. Pupil may draw his map upon slate first.]

1. Bound Illinois.
2. Name the principal occupation of the inhabitants of Illinois.
3. Which way are wheat and corn sent from Illinois in largest quantities, and by what mode of conveyance, both by land and water.
4. Trace the course of a vessel laden with wheat from Chicago to New York.
5. If wheat is sent by Michigan Southern and New York Central Railroads to Albany, name the States through which it would pass, and also five prominent cities upon the route.
6. If lumber be taken by Illinois and Michigan Canal, by what waters would it reach New Orleans, and *through* what States would it pass?
7. Draw a map of Illinois, locating the capital and its largest city, also its largest river, which is not one of its boundaries.
8. What oceans bound the Western Continent?
9. How is the surface of North America divided by mountains? Name the mountains and the sections divided by them.
10. Define *Isthmus, Strait, Cape, Gulf, Sea*.
11. Between what States does the Mississippi flow?
12. In which direction would you go to find summer in the month of January?

13. What animals of the Frigid Zone are used as beasts of burden?

14. Where are day and night always of equal length, and at what time of the year are the day and night of equal length all over the globe?

15. Define *equator, latitude, meridian, longitude* and *zenith*.

16. Name the States that are bounded, in part, by the Great Lakes, and the Lake or Lakes touching each State.

17. If you should go in a direct line from the capital of Illinois to the capital of New Jersey, through what States would you pass?

18. What large rivers would you cross in going from Boston to Des Moines in a direct line?

19. What large rivers drain the Central Plain?

20. If you had a watch set right by the time in Boston, and should travel westward, would you find it correct with the time at Chicago — if not, would it be too fast or too slow?

## FOURTH GRADE QUESTIONS.

## ARITHMETIC.

*Time allotted, 9.30 to 11.30.*

[Paper will be furnished to the pupils at 9.25, and the questions immediately after. Each pupil will be furnished with two sheets of paper, and will be allowed nothing else upon the desk, or about the desk, except a slate, slate pencil and pen. The pupils will take special care as to the margin and neatness of papers, but will not be allowed to rule or fold for a margin. If possible, without crowding, let all examples be wrought upon one sheet of paper, using both sides of the sheet. The second sheet may be used if necessary. The examples may be worked first on slates, and then copied on paper, if pupils prefer to do so; but all the copying must be completed within the time specified. *The solutions should be copied on the paper in full*, so that the committee may see the process as well as the answers. No books nor helps of any kind allowed on the desks, and none to be used during the examination. All communication to be avoided. Pupils to receive no information from teachers or others, respecting any of the questions. Every pupil to write at the top of each paper his name, name of teacher, grade to which he belongs, and name of school. Each answer should be numbered to correspond with the number of the question. At the close of the time specified, every paper will be taken up, whether completed or not.]

1. Define *Addition, Subtraction, Multiplication* and *Division*.
2. Find the sum of one million and six, seventy-three thousand and fifteen, and eight hundred thousand and eight hundred.
3. Write out in words 1008, 3567, 3000007.
4. Multiply sixteen hundred and four, by five thousand and sixty.
5. Find value of  $3056 \times 175 \div 35$ .
6. If the minuend be 3075 and ther emainder 1835, what is the subtrahend?
7. If the multiplier be 15 and the multiplicand 625, what is the product?
8. Find the dividend, if the quotient be 75 and the divisor 25.
9. By what must you multiply 175 to produce 3675?
10. By what number must 1875 be divided to give a quotient of 15?
11. What number must be subtracted from 15 times 15 to give a remainder of 105?

12. What number will leave a remainder of 3170 if 1865 be subtracted from it?

13. If the product be one thousand seven hundred and twenty-eight, and the multiplicand be one hundred and forty-four, what will the multiplier be?

14. How much must be paid for 15 horses at \$250 each, 75 cows at \$40 each, and 25 calves at \$12 each.

15. How many hundred dollar bills will pay the above bill, and how many dollars will remain after paying all you can with hundred dollar bills?

*Solve mentally and give answers only to the following:*

16.  $25 \div 5 \times 6 \times 3 - 9 \div 9 \times 12 + 12 - 1 \div 7.$

17.  $132 \div 12 \times 11 - 1 \times 2 \div 8 + 6 \div 6 \times 8.$

18.  $81 \div 3 \div 9 \times 12 - 1 \div 5 + 25 \div 4 - 8 \times 6.$

*Analyze the following and write out the analysis in full:*

19. If I pay \$3 apiece for 5 hats, and \$4 for 6 bushels of oats, how many dollars do I pay for both hats and oats?

20. James has ten marbles, John has three marbles less than James, and Thomas has four marbles more than John. How many marbles have all the boys together?

## TABLE OF RESULT OF EXAMINATION OF THE GRAMMAR GRADES

SCHOOLS.		No. of Division.	Number of Scholars Examined.	Grade of Class.	Grade of Questions.	Length of Time in the Grade.	Averages by Divisions.								
							First Grade.			Second Grade.			Third Grade.		
							Arithmetic.	General Appearance.	Both.	Arithmetic.	General Appearance.	Both.	Geography.	General Appearance.	Both.
Dearborn	1	18	First.	First.	7%	63.3	80.0	71.6							
Dearborn	1	15	Second.	Second.	7%				61.7	76.0	68.8				
Dearborn	2	36	Third.	Third.	8%							59.4	74.4	66.9	
Dearborn	3	25	Fourth.	Fourth.	7%										
Jones	1	16	First.	First.	5%	60.3	82.2	71.3							
Jones	1	23	Second.	Second.	7%				65.5	76.3	70.9				
Jones	2	34	Third.	Third.	8%							63.6	78.7	71.1	
Jones	3	30	Fourth.	Fourth.	7%										
Jones	4	18	Fourth.	Fourth.	7%										
Scammon	1	18	First.	First.	4%	73.1	86.7	79.9							
Scammon	1	34	Second.	Second.	10%				69.2	77.4	73.3				
Scammon	2	49	Third.	Third.	15%							62.4	77.9	70.1	
Scammon	3	50	Third.	Fourth.	1%										
Scammon	4	55	Fourth.	Fourth.	10%										
Kinzie	1	14	First.	First.	5%	64.3	83.2	73.8							
Kinzie	2	28	Third.	Third.	9%							70.2	76.1	73.1	
Kinzie	3	24	Fourth.	Fourth.	9%										
Franklin	1	36	First.	First.	3%	56.4	83.6	73.8							
Franklin	2	21	Second.	Second.	9%				77.3	77.9	77.6				
Franklin	2	16	Second.	Third.	1%							67.6	80.9	74.3	
Franklin	3	44	Third.	Third.	12%							65.5	77.4	71.5	
Franklin	4	25	Third.	Third.	7%							57.5	78.4	68.0	
Franklin	4	21	Third.	Fourth.	1%										
Franklin	5	58	Fourth.	Fourth.	9%										
Franklin	6	29	Fourth.	Fourth.	7%										
Washington	1	14	First.	First.	7%	65.5	88.6	77.1							
Washington	1	17	Second.	Second.	7%				83.7	80.9	82.3				
Washington	2	43	Third.	Third.	10%							69.2	81.7	75.5	
Washington	3	52	Fourth.	Fourth.	7%										
Washington	4	27	Fourth.	Fourth.	7%										
Moseley	1	23	First.	First.	7%	65.7	83.9	74.8							
Moseley	1	24	Second.	Second.	13%				77.7	79.4	78.6				
Moseley	2	33	Second.	Second.	9%				71.3	74.5	72.9				
Moseley	2	10	Second.	Third.	9%							81.8	81.0	81.4	
Moseley	3	56	Third.	Third.	12%							65.3	77.7	71.5	
Moseley	4	33	Third.	Third.	7%							61.7	76.8	69.3	
Moseley	4	21	Fourth.	Fourth.	8%										
Moseley	5	29	Fourth.	Fourth.	7%										
Brown	1	32	First.	First.	7%	60.7	83.9	72.3							
Brown	2	35	Second.	Second.	8%				71.4	79.4	75.4				
Brown	3	30	Third.	Third.	7%							69.4	77.2	73.3	
Brown	3	26	Fourth.	Fourth.	14%										
Brown	4	62	Fourth.	Fourth.	8%										
Foster	1	20	First.	First.	11%	74.6	85.5	80.1							
Foster	1	12	Second.	Second.	14%				91.8	84.6	88.2				
Foster	2	29	Second.	Second.	10%				80.7	79.0	79.8				
Foster	3	44	Third.	Third.	12%							74.0	77.6	75.8	
Foster	4	43	Third.	Third.	8%							61.4	77.1	69.3	
Foster	5	44	Fourth.	Fourth.	7%										
Ogden	1	12	First.	First.	5%	72.9	81.3	77.1							
Ogden	2	46	Third.	Third.	10%							74.4	76.0	75.2	
Ogden	3	43	Fourth.	Fourth.	14%										
Ogden	4	21	Fourth.	Fourth.	11%										

AVERAGES.

OF THE DISTRICT SCHOOLS, HELD APRIL 15, 1869.

Averages by Grades.															General Average of the Whole School.			
Fourth Grade.			First Grade.			Second Grade.			Third Grade.			Fourth Grade.						
Arithmetic.	General Appearance.	Both.	Arithmetic.	General Appearance.	Both.	Arithmetic.	General Appearance.	Both.	Geography.	General Appearance.	Both.	Arithmetic.	General Appearance.	Both.	Arithmetic and Geography.	General Appearance.	Both.	
63.3	80.0	71.6	61.7	76.0	68.8	59.4	74.4	66.9	65.9	72.8	69.3	62.2	75.3	68.8	}	62.2	75.3	68.8
65.9	72.8	69.3	60.3	82.2	71.3	65.6	76.3	70.9	63.6	78.7	71.1	58.5	78.2	68.3				
65.0	78.2	71.6	}	73.1	86.7	79.9	69.2	77.4	73.3	62.4	77.9	70.1	55.9	78.2	67.1	61.2	78.8	70.0
47.6	78.3	62.9																
64.5	79.4	72.0	56.4	83.6	70.0	77.3	77.9	77.6	63.6	78.4	71.0	69.2	79.8	74.5	}	66.1	79.7	72.9
48.1	77.2	62.6	}	65.5	88.6	77.1	83.7	80.9	82.3	69.2	81.7	75.5	63.5	79.1				
73.1	76.0	74.6													65.7	83.9	74.8	74.7
82.4	82.6	82.5	}	60.7	83.9	72.3	71.4	79.4	75.4	69.4	77.2	73.3	63.4	78.6	71.0	65.4	79.4	72.4
68.2	79.1	73.7																
61.7	79.1	70.4	}	72.9	81.3	77.1	74.4	76.0	75.2	80.0	76.1	78.0	77.2	76.6	77.2	76.6	76.9	79.0
72.9	81.4	76.8																
46.9	74.4	60.6	}	72.9	81.3	77.1	74.4	76.0	75.2	80.0	76.1	78.0	77.2	76.6	77.2	76.6	76.9	79.0
57.2	81.0	69.8																
47.5	79.7	63.6	}	72.9	81.3	77.1	74.4	76.0	75.2	80.0	76.1	78.0	77.2	76.6	77.2	76.6	76.9	79.0
73.4	80.4	76.9																
59.2	77.8	68.5	}	72.9	81.3	77.1	74.4	76.0	75.2	80.0	76.1	78.0	77.2	76.6	77.2	76.6	76.9	79.0
79.7	77.3	78.5																
81.7	75.0	78.4	}	72.9	81.3	77.1	74.4	76.0	75.2	80.0	76.1	78.0	77.2	76.6	77.2	76.6	76.9	79.0
76.4	78.3	77.4																

TABLE OF  
RESULT OF EXAMINATION OF THE GRAMMAR GRADES

SCHOOLS.	Number of Division. Number of Scholars Examined.	Grade of Class.	Grade of Questions.	Length of Time in the Grade.	Averages by Divisions.								
					First Grade.			Second Grade.			Third Grade.		
					Arithmetic.	General Appearance.	Both.	Arithmetic.	General Appearance.	Both.	Geography.	General Appearance.	Both.
Newberry....	1	37	First.	First.	8½	63.5	84.7	74.1					
Newberry....	2	21	Second.	Second.	9½								
Newberry....	2	23	Third.	Third.	12½			77.2	73.8	75.5	80.2	75.4	77.8
Newberry....	3	37	Third.	Third.	8½								
Newberry....	4	43	Fourth.	Fourth.	10½								
Newberry....	5	46	Fourth.	Fourth.	7½								
Wells.....	1	11	First.	First.	2½	75.2	85.5	80.3					
Wells.....	1	18	Second.	Second.	9½			74.9	79.4	77.2	66.2	82.6	74.4
Wells.....	1	17	Third.	Third.	9½								
Wells.....	2	50	Fourth.	Fourth.	8½								
Skinner....	1	21	First.	First.	7½	75.0	86.7	81.3					
Skinner....	2	37	Second.	Second.	7½			84.3	81.6	83.0			
Skinner....	3	19	Second.	Second.	7½			68.0	77.0	72.7			
Skinner....	3	21	Second.	Second.	1½						73.1	81.2	77.1
Skinner....	4	47	Third.	Third.	9½						71.3	79.4	73.4
Skinner....	4	30	Third.	Third.	7½						75.6	79.2	77.4
Skinner....	5	54	Fourth.	Fourth.	12½								
Skinner....	5	52	Fourth.	Fourth.	9½								
Skinner....	8	22	Fourth.	Fourth.	9½								
Haven.....	1	18	First.	First.	7½	75.3	84.4	79.9					
Haven.....	1	33	Second.	Second.	10½			78.4	78.9	78.7			
Haven.....	2	52	Second.	Third.	2						65.5	77.8	72.2
Haven.....	3	24	Third.	Third.	7½						65.2	76.0	70.6
Haven.....	3	28	Third.	Fourth.	1½								
Haven.....	4	33	Fourth.	Fourth.	9½								
Cottage Grove	1	19	First.	First.	7½	62.9	75.5	69.2					
Cottage Grove	1	29	Second.	Second.	7½			65.3	77.4	71.3			
Cottage Grove	2	50	Third.	Third.	11½						64.2	77.9	71.1
Cottage Grove	3	21	Third.	Third.	7½						57.3	76.4	66.9
Cottage Grove	3	36	Fourth.	Fourth.	10½								
Holden.....	1	7	First.	First.	9½	54.0	88.6	71.3					
Holden.....	1	7	Second.	Second.	9½			65.0	80.0	72.5			
Holden.....	2	8	Third.	Third.	9½						66.1	81.3	73.7
Holden.....	3	34	Fourth.	Fourth.	8½								
Holstein....	1	4	Second.	Second.	7½			55.8	75.0	65.4			
Holstein....	1	3	Third.	Third.	7½						77.3	73.3	75.3
Dore.....	1	16	First.	First.	7½	67.4	84.4	75.9					
Dore.....	1	15	Second.	Second.	7½			69.2	73.3	71.3			
Dore.....	1	14	Third.	Third.	13½						80.5	83.2	81.9
Dore.....	2	18	Third.	Third.	8½						71.8	78.3	75.1
Dore.....	2	29	Third.	Fourth.	1½								
Dore.....	3	19	Fourth.	Fourth.	7½								
Carpenter....	1	12	Second.	Second.	7½			71.8	77.9	74.8			
Carpenter....	1	19	Third.	Third.	7½						64.3	76.6	70.4
Carpenter....	2	37	Fourth.	Fourth.	7½								
Hayes.....	1	20	First.	First.	7½	67.2	79.5	73.3					
Hayes.....	2	34	Second.	Second.	7½			74.7	75.3	75.0			
Hayes.....	3	43	Third.	Third.	7½						80.8	76.2	78.6
Hayes.....	4	48	Fourth.	Fourth.	7½								
Hayes.....	5	22	Fourth.	Fourth.	7½								
Rolling Mill	1	7	Third.	Third.	7½						64.4	83.6	74.0
Walsh Street.	1	5	Third.	Third.	7½						74.2	80.0	77.1



AVERAGES.—CONTINUED.

OF THE DISTRICT SCHOOLS, HELD APRIL 15, 1869.

			Averages by Grades.												General Average of Whole School.		
Fourth Grade.			First Grade.			Second Grade.			Third Grade.			Fourth Grade.					
Arithmetic.	General Appearance.	Both.	Arithmetic.	General Appearance.	Both.	Arithmetic.	General Appearance.	Both.	Geography.	General Appearance.	Both.	Arithmetic.	General Appearance.	Both.	Arithmetic.	Geography.	General Appearance.
...	...	...	63.5	84.7	74.1	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	77.2	73.8	75.5	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	67.7	76.2	71.9	...	...	...	...	71.6	78.2
79.6	79.2	79.5	}	...	...	...	...	...	...	...	...	76.0	75.7	75.9	...	...	...
74.3	76.4	74.4		...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	75.2	85.5	80.3	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	74.9	79.4	77.2	...	...	...	...	...	...	...	70.7	81.2
69.8	80.4	75.1	...	...	...	...	...	...	66.2	82.6	74.4	69.8	80.4	75.1	...	...	75.9
...	...	...	76.0	86.7	81.3	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	78.9	80.1	79.5	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	73.0	79.7	76.4	...	...	...	...	70.3	79.1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	74.7
73.4	77.8	75.6	}	...	...	...	...	...	...	...	...	63.5	76.9	70.2	...	...	...
54.6	75.8	65.2		...	...	...	...	...	...	...	...	...	...	...	...	...	...
60.3	77.3	68.8	75.3	84.4	79.9	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	78.4	78.9	78.7	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	66.1	77.2	71.7	...	...	...	...	71.6	79.0
71.9	79.3	75.6	}	...	...	...	...	...	...	...	...	73.7	79.7	76.7	...	...	75.3
75.3	80.1	77.7		...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	62.9	75.5	69.2	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	65.3	77.4	71.3	...	...	...	...	...	...	...	61.1	77.2
...	...	...	...	...	...	...	...	...	62.2	77.5	69.8	...	...	...	...	69.1	...
54.5	77.4	65.9	...	...	...	...	...	...	...	...	...	54.5	77.4	65.9	...	...	...
...	...	...	54.0	88.6	71.3	65.0	80.0	72.5	...	...	...	...	...	...	...	61.4	78.1
...	...	...	...	...	...	...	...	...	66.1	81.3	73.7	...	...	...	...	69.8	...
61.0	74.8	67.9	...	...	...	55.8	75.0	65.4	...	...	...	61.0	74.8	67.9	...	65.0	74.3
...	...	...	...	...	...	...	...	...	77.3	73.3	75.3	...	...	...	...	69.6	...
...	...	...	67.4	84.4	75.9	69.2	73.3	71.3	...	...	...	...	...	...	...	74.2	79.3
...	...	...	...	...	...	...	...	...	75.6	80.5	78.0	...	...	...	...	76.7	...
77.8	79.7	78.7	}	...	...	...	...	...	...	...	...	77.0	78.7	77.9	...	...	...
75.8	77.2	76.5		...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	71.8	77.9	74.8	...	...	...	...	...	...	...	74.1	76.3
...	...	...	...	...	...	...	...	...	64.3	76.7	70.4	...	...	...	...	75.2	...
80.0	75.7	77.8	...	...	...	...	...	...	...	...	...	80.0	75.7	77.8	...	...	...
...	...	...	67.2	79.5	73.3	74.7	75.3	75.0	...	...	...	...	...	...	...	72.7	76.7
...	...	...	...	...	...	...	...	...	80.8	76.2	78.6	...	...	...	...	74.7	...
72.6	76.6	76.6	}	...	...	...	...	...	...	...	...	68.4	76.9	72.5	...	...	...
59.1	76.8	68.0		...	...	...	...	...	64.4	83.6	74.0	...	...	...	...	74.0	...
...	...	...	...	...	...	...	...	...	74.2	80.0	77.1	...	...	...	...	77.1	...

## SCHOOL DISCIPLINE.

At no time since my connection with the schools has there been so little occasion for complaint of undue severity in discipline as during the year under review.

The order of the schools has been well maintained, though I am sorry to say that the number of special suspensions has somewhat increased. Under the rules of the Board of Education, special suspensions are permitted upon occasion of pointed disobedience. The children thus turned into the street for a time are the ones who most need to learn obedience to rightful authority. Many dislike school restraints, and place themselves in direct opposition to their teachers that they may be removed from school. When such a motive has come to the knowledge of the teacher, the pupil has been almost without exception retained, and other modes of reformation have been adopted.

Many parents have requested teachers to suspend rather than punish their children, and in a majority of such cases the occasion for suspension has very soon followed the request, especially when the request has been made either with the knowledge of the pupil or in his presence.

In all cases teachers have sought the coöperation of parents in the correction of children, and when

such coöperation has been cheerfully and promptly given, no punishment has been found necessary.

The number of cases of corporal punishment reported during the year is less than during previous years, even with a larger number of pupils in attendance. The actual daily average is less than one case to fifteen hundred pupils.

The whole number of special suspensions has been 343, distributed as by the following table.

The table also shows suspensions for absence, and restorations.

SCHOOLS.	Average Daily Attendance.	MISCONDUCT.		ABSENCE.	
		Number of Sus-pensions.	Number of Resto-rations.	Number of Sus-pensions.	Number of Resto-rations.
Dearborn.....	603.7	30	13	68	56
Jones.....	893.4	8	2	86	28
Scammon.....	1061.9	28	17	97	43
Kinzie.....	1060.9	23	8	149	68
Franklin.....	1186.9	11	5	61	24
Washington.....	977.6	49	33	64	33
Moseley.....	964.1	2	1	75	42
Brown.....	716.9	5	2	51	14
Foster.....	1207.2	11	10	53	46
Ogden.....	621.2	5	3	87	42
Newberry.....	1388.9	1	0	253	70
Wells.....	833.8	29	14	99	49
Skinner.....	1175.4	25	18	232	125
Haven.....	926.0	14	8	169	78
Cottage Grove.....	693.9	17	9	77	44
Holden.....	710.3	16	12	409	213
Holstein.....	53.1	0	0	1	0
Dore.....	1168.7	15	7	179	70
Carpenter.....	896.4	12	6	117	54
Hayes.....	826.6	5	2	117	60
Clarke.....	294.0	1	0	26	13
Pearson Street Primary.....	495.1	1	1	67	18
Elizabeth Street Primary.....	441.8	9	2	68	33
Rolling Mill Primary.....	182.4	3	1	36	10
Walsh Street Primary.....	511.3	5	1	36	13
DeKoven Street Primary.....	457.8	4	3	31	10
Elm Street Primary.....	466.8	9	4	40	26
Wentworth Avenue Primary.....	524.4	3	2	61	20
North Branch Primary.....	248.9	1	0	30	1
Blue Island Avenue Primary.....	44.8	1	1	11	0
Total.....	21634.3	343	185	2836	1303

## TEACHERS' INSTITUTE.

Ten regular sessions were held during the year — five at the High School Building and five at Crosby's Music Hall. The latter were addressed by the following gentlemen: George Howland, Esq., Principal of the High School, upon "Courtesies of the School Room;" Samuel A. Briggs, Esq., President of the Board of Education, upon "Temptations to study presented by the Microscopic World;" Joseph Haven, D.D., Professor in Chicago Theological Seminary, upon "Sign Language;" N. S. Davis, M.D., upon "Hygiene of the School Room;" and Thos. Metcalf, Professor in State Normal University, upon "Phonic Analysis." All these lectures were of more than usual practical value.

The five other Institutes were held in sections, the teachers of each grade forming a separate section, and the work was of a specific character adapted to the section.

The table herewith presented will show the attendance by schools.

The first column gives the full number of teachers employed for the whole year, or part of the same.

The second column gives the number of absences.

The third column gives the number of tardinesses.

The fourth column gives the number of absences for which the excuse of sickness was rendered.

The fifth column gives the number of teachers who were present at every Institute while they were teaching.

The total number of teachers will be larger than the actual number employed at any one time, as it gives all employed during the year.

ATTENDANCE AT INSTITUTE.

SCHOOLS.	Number of Teachers Employed.	Number of Absences.	Number Tardy or Leaving.	Absences caused by Sickness.	Number present at every Institute.
High School.....	17	3	0	0	14
Dearborn.....	16	2	2	6	10
Jones.....	25	19	8	15	13
Scammon.....	27	17	2	17	13
Kinzle.....	31	16	5	15	21
Franklin.....	25	21	12	21	12
Washington.....	24	11	1	11	16
Moseley.....	24	20	12	18	8
Brown.....	19	16	10	11	8
Foster.....	30	23	9	20	14
Ogden.....	13	17	8	16	4
Newberry.....	32	28	14	26	13
Wells.....	19	13	14	9	9
Skinner.....	28	16	11	11	17
Haven.....	22	10	19	10	13
Cottage Grove.....	20	16	10	12	8
Holden.....	18	18	9	18	7
Holstein.....	2	0	0	0	2
Dore.....	25	16	7	15	16
Carpenter.....	26	22	9	21	11
Hayes.....	19	7	12	7	13
Clarke.....	14	5	2	5	9
Pearson Street Primary.....	9	11	1	9	4
Elizabeth Street Primary.....	11	9	3	8	3
Rolling Mill Primary.....	7	3	3	2	4
Walsh Street Primary.....	10	16	5	14	8
De Koven Street Primary.....	10	6	0	6	5
Elm Street Primary.....	9	9	1	8	3
Wentworth Avenue Primary.....	12	11	9	9	4
North Branch Primary.....	10	14	0	13	2
Blue Island Avenue Primary.....	1	1	0	1	0
Total.....	561	402	198	354	284

## REVISED COURSE OF INSTRUCTION.

The Committee on Text-Books and Course of Instruction submitted to the Board, upon May 7th, a revision of the Course of Study which has been in use for nine years past. Experience had shown certain changes desirable. These changes all lie in the direction of greater simplicity, and will be found a real diminution of work previously required.

The greater part of our work must of necessity be primary work. Many pupils entering our schools can remain but a short time, and it will be found that our present Course of Study is better suited to the wants of such than was the previous Course.

A pupil who remains only through the lowest grade will have learned to write his own name, and thus far he has made a useful acquisition. Reading, Writing, and the simplest Arithmetical processes occupy the largest share of the pupil's time during his stay in the Primary Grades.

Studies heretofore separate have been combined, so as to make the most of his limited time and at the same time make instruction in each more practical and more thorough.

Larger liberty is left the teacher, so that the most may be made of the teacher's individuality.

That the system is absolutely perfect is not claimed; that it may yet be improved is certain, but the exact methods of improvement must be left to the suggestion of experience.

The little work will be placed in the hands of teachers of good common sense, who will receive its suggestions just so far as they commend themselves to their judgment. As is stated in the work itself, the general directions are *suggestions* rather than *positive precepts*, to be followed by those who have not found a better way. All the suggestions are the result of the experiences of successful teachers in our own city and elsewhere. No theories are advanced except such as have stood the test of practice. What has been done with success may yet be profitably done. "This is all well," say the critics, "but why have a Graded System at all?" Their objections to the system are, that it makes of pupils and teachers mere machines, moving as directed by an outside power, with no individuality, no chance for growth or development except within certain iron limits. Passing like clay into a brick machine, all come out exactly alike in form, size and appearance. No allowances are made for age, circumstances or mental bent. All must go through the same pro-

cess within a specified time. None may avoid the course marked out by taking shorter cuts. All life is thus crushed out of the pupil, and his scholarship is seriously dwarfed. The whole system is based upon the assumption that all persons who at any given time are of the same degree of advancement, are also possessed of the same capacity for further progress, and will move best together and in classes. Those who are bright and active of mind must be kept of even pace with the sluggish, and their interest is dampened, until they leave the school in disgust. A return to the old District School System is far better than such an inflexible system.

I have not drawn upon my imagination for the above statements. All are copied, though not verbally, from criticisms of Graded Systems that have appeared within the past year or two. That they have a semblance of truth must be admitted. That they *might be true* of a badly administered system is certain. Certain facts within my knowledge weigh against their applicability to our schools at least.

As to scholarship. Of the eight ladies who stood highest in our examination of teachers in August, seven were graduates of Graded Public Schools. The graduates of our own High School have entered Eastern and Western colleges, and, I



know, stand as well as any that come from other schools less closely graded.

As to detention in their course by reason of their classification. No person of decided ability is kept back when his scholarship is generally and uniformly good in any of our schools. Pupils have passed over our High School Course of four years in three years. Others may do the same. They are not restrained by any rule nor by any practice so far as I know. In our Grammar Schools it is not uncommon to find pupils of superior ability passing through two or three years, or in some very rare instances four years study in one year. The same is true to a greater extent of our Primary Schools. I do not speak of these cases because I think it desirable that any should hurry over a well-arranged Course superficially, and thereby injure their scholarship, but to show that our system is not absolutely inflexible. There is nothing in the rules of the Board of Education nor in the construction or operation of the Graded System that keeps a diligent pupil back of his possibilities.

As to the chances for any pupil who desires, by reason of advanced age and limited time, to take only a portion of the Course, a wise provision is made under Rule 113.

I do not find so much occasion for regret that any are kept back in their studies, as in the fact

that too many are pushed forward more rapidly than they should be. There is more spur than check-rein in all Graded Schools. Our study should be to put a check upon the ambition excited by the possibilities of the Graded System.

It is not the Graded System that keeps so many children in the street, for all the buildings furnished by the city are full to overflowing.

It is not the Graded System that deters pupils from completing the Course; it is the poverty or the avarice of the parents, who either need their services, or who think a little money saved on education a great desideratum.

Our Graded System really increases our teaching power, since it makes it possible for one teacher to instruct a larger number of pupils than she could otherwise do, and thus it tends to keep children out of the street. It also encourages many to take all the steps who might otherwise have stopped short of their present attainments.

The Graded System can not create brains, and therefore it can not meet the wishes of those who desire progress without the ability to compass it, nor can it make over an indolent nature so as to secure a passage through the Course without exertion. That it does come short of what some other method might accomplish in individual instances is conceded; for no general system adapted to the

greatest good of the greatest number, is absolutely fitted to the greatest good of each individual of that number. Such perfection is not looked for in other organizations — why should it be demanded of this?

If teachers make their own work a drudgery, it is not the fault of the System; if they become mere machines in it, it is because they have not the tact or energy to use or to assert their manhood. Results are required. Methods are left to the tact of the teacher. Pupils are not hampered; they may be wisely restrained or directed, but they are free to progress beyond or with their classes, or to fall back into other classes just below them. The most important studies for them to pursue, as determined by the wisdom of their betters in knowledge, are before them. It is theirs to run and win, or fall back and loiter by the way.

#### MORALS AND MANNERS.

The habits children form while at school are of far greater importance than the actual knowledge derived from books. The facts learned may be forgotten, but the habits formed become a part of their very nature, and may never be eradicated. The most correct use of language in accordance with established rules of speech will be worth but

little to him who uses language to clothe impure thoughts. Complete mastery of the art of declamation will not atone for the habit of profane or obscene utterances. Good penmanship makes the crime of forgery appear the more flagrant. Accurate knowledge of the rules of arithmetic is of little value to him who adds to his own possessions by subtracting from those of his employer. Thorough acquaintance with the science of book-keeping will not long serve him who defrauds his employers, and makes his accounts conceal large embezzlements. A good knowledge of physiology will not introduce a filthy man into good society, nor will the ability to sing well make angry words any more pleasant to the companions of him who has no control of his temper.

A learned man may be detestably filthy, despicably mean, and thoroughly immoral and corrupt, but to an educated man can none of these epithets ever be properly applied. We need education rather than learning. If good habits must be sacrificed to learning, let ignorance prevail; but such a necessity can never exist. In the acquisition of knowledge, the habits of body, of mind, and of soul, which will alone make this knowledge valuable, may be cultivated, and every lesson learned may be made to strengthen some one or more good habits. That teaching, which makes children

attentive, obedient, cheerful, cleanly, polite, courteous, kind, respectful, honest, truthful, conscientious, filial and God-fearing, is beyond all price, and no true teacher will fail to make precept and example a constant and living power toward the accomplishment of such a result.

#### SPECIAL INSTRUCTION IN READING.

A week spent in the Boston schools afforded me a good opportunity to witness the results of some five years work of a single teacher, Prof. Munroe. These results were made the more manifest as opportunities of comparison were afforded me. During the same day I visited schools that have been in the hands of the Special Teacher for five years, and those that have been under his instruction less than one year. While in the latter creditable results were shown, and what would be called good reading was presented, the exercises were not to be compared with those of the former schools. The points of excellence are briefly these: clear enunciation, distinct articulation, pure tones of voice, easy utterance, complete self-possession, and an intelligent appreciation of the subjects read. There were no attempts at rhetorical display, but the utmost simplicity prevailed. These excellences

ran through all the exercises, whether declamation, reading singly or in concert, or ordinary recitations. Exercises were held in the largest school halls, as well as in ordinary recitation rooms, and all pupils were easily heard and understood. It is no small compliment to the reading ability of the pupils of the Boston schools, that the Committee in charge of the recent celebration of our National Anniversary, selected, as reader of the Declaration of Independence, one of their number, and that one a young lady. The universal endorsement of the selection by the many who heard her proves the compliment well deserved.

The peculiar vocal training makes all good English readers. The tones of voice that characterize nationalities are lost. Of the many hundreds whom I heard, I could distinguish the nationality of but two by their reading or recitation, though I visited several schools whose pupils were almost exclusively of foreign parentage.

The methods of training are almost identically the same as those adopted by our Special Teacher of Reading; the material to work upon is no better than our own, and certainly the agents employed in carrying out the plans devised by the Special Teacher are no more enthusiastic nor willing than our own. It is my firm conviction that we may attain to equally satisfactory results.

In closing this notice of the Boston schools, I must acknowledge my gratitude to J. D. Philbrick, Esq., their excellent Superintendent, for his unwearied efforts to aid me in the prosecution of my investigation, as well as for the courtesy shown the city it was my pride to represent.

#### HIGH SCHOOL.

We are feeling very much the need of enlarged accommodations for High School pupils. The instruction has never been more thorough nor more satisfactory than during the past year. The attendance has been better sustained than in previous years. Less have left during the early part of their course, so that the higher classes have been larger than in any previous year of the history of the school. The time allotted to certain parts of the Course has been too short for a thorough mastery of the subject, and one or two topics of importance have been necessarily omitted. The Revised Course, together with increased accommodations that have already been planned, will remedy these defects to some extent for the future. So far as our Course extends, no pupil need go abroad for better facilities of instruction.

## NORMAL SCHOOL.

The Normal Department of the High School has been unusually full during the year. The introduction of the Special Class has added to the efficiency of the school, and has largely benefited the schools as a whole, by furnishing teachers who have had no previous experience, an opportunity for practice under the direction of the Training Teacher, and by instructing such in the details of work not to be learned elsewhere except in actual work.

## SCHOOL OF PRACTICE.

This school has maintained its standing, and has given additional proof of its great value to our work. Not one who has passed successfully through this school has failed in the regular work of the schools when assigned to duty after graduation. It is not to be expected that all should exhibit equal power as the result of training, for the school does not create, it simply develops talent. It affords means for the cultivation of whatever power the pupil teacher possesses. It gives direction to power that might otherwise be misapplied, or fail entirely of application. All who



graduate from the Normal School know what they can do, and set immediately about it with energy and with increasing success as age gives experience.

#### CONCLUSION.

The year closed with exercises of more than usual interest to myself, since the class graduating from the High School was the first class whose examination for admission I had superintended.

The review of the five years I have served you brings to mind many interesting scenes. The knowledge of the hard struggles against poverty by many who have nobly conquered to the completion of a successful course, strengthens my conviction that the Public School system is the best adapted to the wants of all classes of citizens. It remains for you, gentlemen, to increase its efficiency, and to guard it against all unjust attacks.

J. L. PICKARD,  
*Superintendent of Schools.*

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## APPENDIX.



M  
BOUNDARIES OF  
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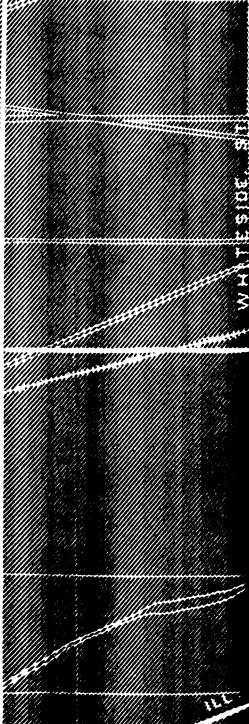
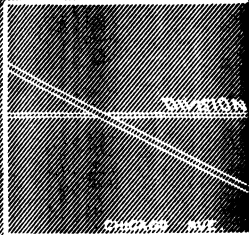
DIVISION  
CHICAGO AVE.

KINZIE ST.  
CICERO  
LAKE ST.  
PRIM  
MADISON ST.

WHITESIDE ST.  
145



M  
BOUNDARIES  
OF  
SC







UPON the following pages will be found Statistics of Schools by Divisions and by Grades.

The Location of the School Building is prefixed to the Statistics of each school.

In the Reports of Schools by Divisions, the names of more than one teacher will be found, in some instances, prefixed to the number of scholars belonging to that division. The first named teacher is the teacher who had charge of the division at the time the report was made, the others have been connected with the division during the year, but have either resigned or been transferred to other divisions. The salary is, in all cases, the salary paid at the date of the report.

## HIGH SCHOOL.

*Monroe Street, between Halsted and DesPlaines.*

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### TEACHERS.

GEORGE HOWLAND,						SALARY.
<i>Principal,</i>	-	-	-	-	-	\$2,500
EDWARD C. DELANO,						
<i>Principal of Normal Department,</i>	-				-	2,200
JAMES R. DEWEY,						
<i>Teacher of Greek,</i>		-		-	-	2,000
GEORGE P. WELLES,						
<i>Teacher of Latin,</i>	-		-		-	2,000
SELIM H. PEABODY,						
<i>Teacher of Natural Science,</i>		-			-	2,000
HERMAN W. SNOW,						
<i>Teacher of History,</i>	-		-		-	2,000
OLIVER S. WESTCOTT,						
<i>Teacher of Mathematics,</i>	-		-		-	2,000
HENRY F. MUNROE,						
<i>Teacher of Latin and Botany,</i>		-			-	2,000

## Appendix.

203

JOSEPH C. PICKARD,					
<i>Teacher of English Literature and Rhetoric,</i>					2,000
ALBION CATE,					
<i>Teacher of Latin,</i>	-	-	-	-	2,000
C. G. G. PAINE,					
<i>Teacher of Mathematics,</i>	-	-	-	-	2,000
ELLA F. YOUNG,					
<i>Principal of School of Practice,</i>	-	-	-	-	1,200
GERTRUDE V. P. LORD,					
<i>Assistant in Normal Department,</i>	-	-	-	-	1,000
ANNIE E. TRIMINGHAM,					
<i>Teacher of Drawing,</i>	-	-	-	-	1,000
PAULINE M. REED,					
<i>Teacher of German,</i>	-	-	-	-	1,000
GEORGE R. D'ANDILLY,					
<i>Teacher of French,</i>	-	-	-	-	800

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### MUSIC TEACHERS.

ORLANDO BLACKMAN,	-	-	-	-	2,000
EDWARD E. WHITTEMORE,	-	-	-	-	2,000

### TEACHER OF VOCAL CULTURE.

LAVINIA C. PERKINS,	-	-	-	-	700
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## DEARBORN SCHOOL.

LOCATION OF BUILDING.—Madison Street, between State and Dearborn.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Leslie Lewis, <i>Principal</i> .....	\$2,000				
1	Alice L. Barnard, <i>Head Assistant</i> .....	1,000	1st and 2d	35.8	34.7	96.9
2	Rebecca E. Hasseltine .....	650	3d	38.6	36.6	94.7
	Fannie A. Griffin .....	775				
3	Mary A. Lacey, Alice M. Daniels. ....	700	4th	48.4	46.2	95.8
4	Marian Mackway .....	700	5th	45.7	43.7	95.7
5	Lucia Johnson, Mary A. Lacey .....	550	5th and 6th	51.1	48.7	95.4
6	Jennie White, Jane Ferrier .....	550	6th and 7th	53.3	51.3	96.3
7	Hattie L. Davis .....	725	7th	60.7	58.9	96.9
	Fannie Nicol .....	800				
8	Harriet A. A. McDonnell .....	700	7th and 8th	65.1	63.2	97.2
9	Achsa C. Mott .....	700	8th	67.9	64.9	95.7
10	Mary R. Jenks .....	650	9th	78.3	74.8	95.5
11	Maggie C. Reilly .....	700	9th and 10th	84.6	80.7	95.3
	Total .....			629.5	603.7	95.9

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	2	17.7	17.4	14
Second .....	2	18.0	17.3	11
Third .....	1	38.7	36.6	14
Fourth .....	1	32.8	31.2	11
Fifth .....	2	80.4	76.8	40
Sixth .....	2	58.9	56.7	65
Seventh .....	2	81.2	78.4	88
Eighth .....	3	112.6	108.4	115
Ninth .....	2	113.7	108.9	133
Tenth .....	1	75.5	72.0	138

## JONES SCHOOL.

LOCATION OF MAIN BUILDING.—Clark Street, corner of Harrison.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Morton Culver, <i>Principal</i> .....	\$2,000				
1	Electa E. Dewey, <i>Head Assistant</i> .....	1,000	1st and 2d	37.9	37.2	98.1
	Florence S. Tullis.....	650				
2	Mary J. Dewey.....	700	2d and 3d	41.6	40.0	95.1
3	Julia Banyon, Lizzie C. Glidden.....	700	3d and 4th	55.1	53.3	96.7
4	Anna B. Clark, Florence S. Tullis.....	725	4th and 5th	50.1	47.9	95.6
5	Laura M. Bassford, Julia Banyon, Anna B. Clark.....	450	5th	49.0	47.2	96.3
6	Mary L. Dodge.....	725	5th and 6th	57.1	56.2	98.4
7	Isabella Morris.....	700	5th and 6th	54.2	53.0	97.7
8	Lucy A. Green, Julia Banyon.....	450	5th and 6th	61.8	60.4	97.7
	Emily C. Marks.....	800				
9	Eliza L. Goss, Emma Couch.....	700	6th and 7th	60.4	59.2	98.0
10	M. Fannie Vandevort, Eliza L. Goss.....	550	6th and 7th	60.3	59.0	97.8
11	Clara L. Bartlett, Carrie E. Sims.....	550	7th and 8th	65.6	63.8	97.2
12	Mira I. Reed.....	550	7th and 8th	77.5	76.4	98.6
13*	Carrie E. Sims.....	625	6th and 7th	49.5	48.0	96.9
14*	M. Frank D'Wolf, Nellie Hardick.....	450	7th and 8th	39.1	37.9	96.9
15*	M. Elena Balch.....	550	8th and 9th	52.1	50.2	95.3
16*	Sophia Durham.....	550	9th and 10th	41.9	40.4	96.4
17*	Nellie Hardick, Maria Perkins.....	625	8th and 9th	19.2	18.7	97.4
18*	Maria Perkins, Mary E. Andrews, Lucy A. Greene.....	450	8th and 9th	22.4	21.3	95.1
19*	Mary E. Andrews.....	450	9th and 10th	11.8	10.7	90.7
20*	Julia McCumber.....	450	10th	13.4	12.6	94.0
	Total.....			920 0	893.4	97.1

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	1	12.7	12.4	13
Second.....	2	28.8	28.1	21
Third.....	2	42.9	41.3	20
Fourth.....	2	61.4	59.1	53
Fifth.....	5	56.5	54.3	45
Sixth.....	6	90.6	87.9	129
Seventh.....	6	157.6	153.9	238
Eighth.....	6	152.7	149.1	256
Ninth.....	5	162.4	158.5	304
Tenth.....	3	154.4	148.8	250

\* The 13th Division opened October 12; 14th and 15th, October 7; 16th, October 27; 17th and 18th, March 15th; 19th and 20th, May 10.

## SCAMMON SCHOOL.

LOCATION.—Madison Street, near Union.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	A. H. Vanzwoll, <i>Principal</i> .....	\$2,000				
1	Henrietta G. Hubbard, <i>Head Assistant</i> ;	1,000	1st and 2d	50.5	50.2	99.4
	Mary E. Lewis.....					
	Lizzie C. Glidden.....	700				
	Frances A. Smallwood.....					
2	Agnes A. Gillis, L. D. Barron.....	700	2d and 3d	53.4	52.6	98.5
	Frank E. Sutherland.....	775				
3	Frances A. Smallwood, S. G. Reynolds, }	650	3d	52.7	51.9	98.5
	A. A. Gillis.....					
4	Allie M. Porter.....	550	4th	57.1	56.3	98.6
5	Almira S. Jennings.....	700	4th and 5th	59.5	58.9	98.0
6	Sarah White, S. E. Oberlander.....	575	5th	62.3	61.7	99.0
7	Sophronia L. Patch.....	700	5th and 6th	60.7	59.7	98.4
8	Joanna A. Walsh.....	725	6th	61.3	60.6	98.8
	E. Agnes State.....	550	5th and 6th			
9	Sarah G. Reynolds, Sarah White.....	550	6th and 7th	62.8	61.8	98.4
10*	Ella F. Young.....	1,200	7th and 8th	62.6	61.3	97.9
	Carrie E. Bradley.....	800				
11	C. Maie Walker.....	650	7th and 8th	60.3	59.3	98.3
12	M. Ella George.....	650	8th	59.8	59.1	98.8
13*	Ella F. Young.....	1,200	8th and 9th	61.3	59.8	97.6
	Emma H. Smith.....	775				
14	Jennie McAuley.....	550	8th and 9th	59.4	58.5	98.5
15	Lizzie C. Williams.....	550	9th	63.2	62.1	98.3
16	Susie A. Edwards.....	650	9th and 10th	60.2	68.1	98.4
17	Sarah S. Russell.....	650	10th	67.8	66.3	97.8
18†	Celia S. Flagg.....	550	10th	54.9	53.7	97.8
	Total.....			1078.8	1061.9	98.4

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	13.0	13.0	16
Second.....	3	40.8	40.4	37
Third.....	2	69.9	68.9	36
Fourth.....	2	94.4	93.1	55
Fifth.....	4	106.3	105.3	51
Sixth.....	4	117.7	116.0	85
Seventh.....	3	117.5	115.7	117
Eighth.....	5	170.7	167.7	152
Ninth.....	4	153.3	150.7	134
Tenth.....	3	195.1	191.1	177

\* School of Practice.

† Division opened in November.

## KINZIE SCHOOL.

LOCATION.—Ohio Street, corner of LaSalle.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	F. Hanford, <i>Principal</i> .....	\$2,000				
	Esther M. Sprague, <i>Head Assistant</i> .....	1,000	1st	38.9	37.1	95.2
	Ellen J. Kennedy, Lizzie Williams.....	700				
	Malwine Forster, <i>Teacher of German</i> .....	550				
2	Abba Gilbert, Mary F. Luccock.....	700	2d and 3d	58.4	55.3	94.6
3	Lizzie Bailey, Anna Marsh.....	650	4th	60.6	58.3	96.1
4	Averick T. Schockley.....	700	4th and 5th	60.5	58.3	96.3
5	Anna A. Bartlett, Lizzie Bailey.....	550	5th	63.1	60.3	95.5
6	Mary E. Minnis, Elizabeth McConnell.....	650	5th and 6th	66.7	62.6	93.3
	Susan A. Swift.....	775				
7	Mary A. Richards, Lizzie Bean.....	550	6th	70.8	67.3	95.0
8	Ann E. Lacey, Abba Gilbert.....	550	7th	70.7	68.2	97.8
9	Sophrone H. Stevens.....	700	6th and 7th	73.9	72.1	97.6
	Emeline Marsh.....	650				
10	Carrie M. Reed.....	700	8th and 9th	72.4	70.3	97.1
11	Lizzie Bean, Lydia Phelps.....	550	9th and 10th	74.4	70.6	94.4
	Hattie Butterfield.....	750				
12	Hattie E. Hitchcock.....	700	8th and 9th	74.2	70.1	95.3
13	Elizabeth McConnell, Mary E. Minnis.....	550	9th and 10th	70.5	69.7	96.0
	Sarah A. Smith.....	775				
14	Eliza A. Strasburger, Lily N. Skates.....	550	7th and 8th	67.8	65.8	96.7
15	Lydia Howe, Mary Clarke.....	550	8th and 9th	67.7	65.1	96.1
16	Emma H. Gray.....	700	9th and 10th	68.0	64.5	94.7
17	Mary C. Brown, Mary A. Richards.....	550	10th	49.8	49.3	98.9
	Total.....			1108.4	1060.9	95.7

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	1	15.6	14.5	13
Second.....	1	20.9	19.8	35
Third.....	2	57.1	54.4	49
Fourth.....	2	61.9	60.1	45
Fifth.....	3	123.0	118.3	94
Sixth.....	3	140.6	137.9	138
Seventh.....	3	129.0	124.6	114
Eighth.....	4	190.5	175.8	217
Ninth.....	6	187.5	175.9	223
Tenth.....	4	182.3	179.7	256

## FRANKLIN SCHOOL.

LOCATION.—Division Street, corner of Sedgwick.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Albert G. Lane, <i>Principal</i> .....	\$2,000				
1	Maggie Dougall, <i>Head Assistant</i> .....	1,000	1st	38.5	37.9	98.6
	Virginia T. Dupuy .....	700				
	Anna H. Achert, <i>Teacher of German</i> .....	700				
2	Amelia G. Fiske .....	700	2d	46.2	45.3	98.2
3	Mary W. Whiteside, M. E. Graves .....	650	3d	47.5	46.7	98.5
4	Emma A. Stowell .....	700	3d	54.1	52.7	97.5
5	Lizzie Davis .....	700	4th	52.3	51.4	98.2
6	Anna Byrne .....	650	4th	59.0	57.2	97.5
7	Flora E. Green .....	650	4th	67.9	66.7	98.2
8	Mary T. Schaefer .....	700	5th	53.6	57.5	98.2
9	Mary J. Synon .....	700	5th	59.7	58.6	98.3
10	Anna McArthur .....	650	6th	59.0	58.7	98.6
11*	Sarah E. Drake .....	700	6th and 7th	37.1	36.4	98.3
12	Julia B. Spencer .....	650	7th	63.3	67.5	98.1
13	Bridget A. Enright .....	650	7th	63.7	62.7	98.5
14	Sarah A. Bradley .....	700	7th and 8th	60.2	59.4	98.8
15*	Mary E. Graves .....	650	8th	34.2	33.6	98.4
16	Lucy S. Patrick .....	700	8th	69.0	67.4	98.1
17*	Jennie H. Price .....	550	8th	32.9	32.0	97.5
18	Laura A. Merritt .....	600	9th	64.5	62.9	98.2
19	Ellen N. Smith .....	650	9th	59.6	57.7	97.2
20	Evelyn Lyon .....	650	9th and 10th	65.3	64.0	98.1
21	Hattie F. Spooner .....	700	9th and 10th	83.7	81.6	97.5
22†	Eunice H. Ransom .....	650	10th	30.2	29.0	96.4
	Total .....			1210.5	1186.9	98.1

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	1	21.5	21.3	24
Second .....	1	51.5	50.6	68
Third .....	2	97.5	95.5	52
Fourth .....	3	135.7	132.1	81
Fifth .....	2	123.2	120.7	89
Sixth .....	2	105.2	103.6	121
Seventh .....	4	150.3	149.3	187
Eighth .....	5	215.2	211.1	171
Ninth .....	4	165.8	162.0	168
Tenth .....	3	144.6	140.7	226

\* Organized January, 1869.

† Organized February, 1869.



## WASHINGTON SCHOOL.

LOCATION. — West Indiana Street, corner of Sangamon.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Benjamin R. Cutter, <i>Principal</i> .....	\$2,000				
1	Caroline S. Aspinwall, <i>Head Assistant</i> .....	1,000	1st and 2d	34.2	33.3	97.1
	Eliza A. Prentice.....	700				
	Caroline McFee, <i>Teacher of German</i> .....	700				
2	Laura D. Ayres.....	700	3d and 4th	51.8	49.8	96.1
3	Amelia R. Bliss, Belle M. Spence.....	700	4th	58.7	56.4	96.1
4	Ellen M. Adams.....	700	5th	64.7	61.7	95.2
5	Christia A. Sinclair.....	650	5th	63.2	59.5	94.1
6	Juliaett E. Wicker, Amelia R. Bliss.....	700	5th and 6th	64.1	61.5	95.9
7	Hope S. Martyn, Hattie E. Lamb.....	650	6th	65.3	61.9	94.7
8	Sophia L. Dean.....	700	7th	64.6	62.8	97.2
9	E. Ada Bankson.....	700	6th and 7th	66.8	64.0	95.8
10	Josephine B. Dow, Mary J. Hamilton, } Sarah A. Gibbs.....	450	7th and 8th	56.1	53.8	95.9
11	Clara Culver, Juliaett E. Wicker.....	450	8th	56.0	54.3	96.9
12	Maria K. Jennings.....	725	9th	59.9	57.5	96.0
13	Mary L. Blood, Laura J. Boring.....	550	8th	62.8	60.7	96.6
	Emma Lloyd.....	750				
14	Mary L. Bockius.....	700	9th and 10th	125.8	122.0	96.9
15	Mary Templeton.....	550	9th and 10th	123.4	118.4	95.1
	Total.....			1017.4	977.6	96.1

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	3	14.0	13.7	9
Second.....	3	20.3	19.6	15
Third.....	1	47.4	45.6	18
Fourth.....	2	89.5	85.8	32
Fifth.....	3	164.4	155.6	72
Sixth.....	3	110.2	105.6	35
Seventh.....	3	104.7	101.1	134
Eighth.....	3	141.8	136.8	151
Ninth.....	3	115.5	111.7	231
Tenth.....	2	209.5	202.1	174

## MOSELEY SCHOOL.

LOCATION.—Michigan Avenue, corner of Twenty-fourth Street.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Jeremiah Slocum, <i>Principal</i> .....	\$2,000				
1	Hattie A. Briggs, <i>Head Assistant</i> ; Henrietta G. Hubbard.....	1,000	1st	53.9	52.6	97.7
	Lizzie A. Leonard.....	650				
	Marion L. McClintock, <i>Teacher of German</i> .....	700				
2	Augusta B. Clarke, Hattie A. Briggs.....	700	2d and 3d	59.6	57.2	96.2
3	M. Ellen Thayer, Augusta B. Clarke.....	700	3d	59.7	56.9	95.5
4	Julia E. Briggs, Lizzie A. Leonard, Ellen M. Woodworth.....	700	4th	60.7	58.4	96.3
5	Ruth A. Graham, Julia E. Briggs.....	550	4th	61.3	58.7	95.9
6	Martha P. Fenimore, Addie M. Moore.....	700	4th	59.7	56.7	95.1
7	Emma Smith, Martha P. Fenimore, M. Ellen Thayer.....	450	5th	63.4	61.3	95.8
8	Julia C. Coold.....	700	5th and 6th	61.2	58.5	95.6
9	Georgiana Loomis, Martha P. Fenimore.....	700	6th	63.2	59.3	94.0
10	Jennie Hart, Mary E. Clark.....	700	6th and 7th	63.0	60.7	96.3
11	Mary Hart.....	700	7th and 8th	62.4	59.6	95.6
12	Mary J. Rogers, Emily L. French.....	550	9th and 10th	66.3	61.7	96.0
13	Emily L. French, Louisa P. Burcky.....	725	6th, 7th, 8th	58.4	56.9	97.3
14	Louisa P. Burcky, Georgiana Loomis.....	650	8th and 9th	59.2	57.6	97.3
15	Lizzie A. Kendall, Eva M. Ross.....	750	7th and 8th	60.3	58.3	96.6
16	Eva M. Ross, Georgia B. Abbott.....	650	8th	58.6	55.9	95.3
17*	Georgia B. Abbott.....	650	9th and 10th	32.5	30.9	92.1
	Total.....			1003.4	964.1	96.1

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	3	23.5	22.8	15
Second.....	1	70.8	68.7	32
Third.....	2	115.1	110.5	0
Fourth.....	3	110.2	105.4	0
Fifth.....	2	122.1	117.6	92
Sixth.....	4	77.8	73.9	59
Seventh.....	4	112.4	107.4	118
Eighth.....	5	156.7	151.9	165
Ninth.....	3	143.4	142.8	168
Tenth.....	2	65.9	62.6	128

\* Opened January 4.

## BROWN SCHOOL.

LOCATION. — Warren Avenue, between Page and Wood Streets.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	John K. Merrill, <i>Principal</i> .....	\$2,000				
1	Mary J. Creswell, <i>Head Assistant</i> .....	1,000	1st	33.6	32.6	96.6
2	Mary French.....	700	1st and 2d	53.0	51.6	97.6
3	Hattie Blood, Julia L. Paddock.....	450	2d and 3d	61.6	59.7	96.9
4	Grace Sherwood, Helen C. Litchfield.....	550	3d and 4th	62.6	61.6	96.5
5	Kate A. Sprague, Lizzie Skelton.....	650	4th	62.7	60.4	96.3
6	Lucia E. F. Kimball.....	700	4th and 5th	63.3	61.8	97.6
7	Annie K. Creswell.....	550	5th and 6th	62.3	59.9	96.1
8	S. Ellen Kirk, Nancy A. Helm.....	550	7th	63.3	59.9	94.6
9	Jane Ferrier, Laura E. Caster.....	700	7th and 8th	64.1	61.7	96.2
10*	Georgie Moody.....	700	8th	34.0	32.4	95.2
11*	Georgie Moody.....		8th and 9th	59.8	56.1	93.9
12	Edith Thomas, Nellie Hardick.....	550	9th	62.1	59.6	95.2
13	Isabel Cowan.....	550	9th and 10th	62.8	59.6	94.4
	Total .....			745.2	716.9	96.2

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	2	33.6	32.6	30
Second .....	2	59.7	49.2	27
Third .....	2	55.6	53.4	22
Fourth .....	3	104.4	101.3	50
Fifth .....	2	108.4	105.1	108
Sixth .....	1	61.7	58.4	79
Seventh .....	2	58.4	55.6	69
Eighth .....	2	79.9	77.4	112
Ninth .....	2	111.3	106.6	122
Tenth .....	1	81.2	77.3	86

\* Half-day Divisions.

## FOSTER SCHOOL.

LOCATION.—Union Street, between O'Brien and Dussold.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	George W. Spofford, <i>Principal</i> .....	\$2,000				
1	Katie E. Snoad, <i>Head Assistant</i> .....	1,000	1st	32.1	31.7	98.8
	Ella Brainard, Mattie A. Merriman .....	650				
2	Luella V. Little, Bel N. Jones .....	700	1st	36.1	35.4	98.1
3	Louise P. Chapin, Ella Brainard, Luella V. Little .....	650	ad	47.1	46.4	98.3
4	Sarah L. Ritchie, Louise P. Chapin, Ella Brainard .....	650	ad and 3d	44.5	43.6	97.9
5	Martha E. Smith, Annie McLaren, Sarah L. Ritchie .....	650	3d	48.3	47.1	97.5
6	Emily A. Chapman, Annie McLaren .....	700	4th	48.8	48.4	97.2
7	Annie A. Palmer, Grace Sherwood .....	650	4th	49.6	48.6	98.0
8	Frances G. Matthews .....	700	5th	56.7	55.7	98.2
9	M. Belle Wheeler, Annie A. Palmer .....	650	5th	56.2	55.0	97.9
10	Lelia S. Lamberson .....	650	6th	53.7	52.3	97.4
11	Annah B. Jennings .....	700	5th	58.1	57.3	98.6
12	Ellen V. Lamb .....	700	6th	55.6	54.3	97.7
13	Mary E. Jennings .....	700	6th	62.4	60.7	97.3
14	Emergene E. Bowden, Emily C. Currier .....	650	7th	61.7	60.4	97.9
15	Josephine E. Miller .....	700	7th	62.1	60.5	97.4
16	Fanny C. Bass .....	700	7th and 8th	63.6	62.4	98.1
17	Hattie O. Peeke, Elizabeth E. Conkey .....	650	8th	64.3	62.4	97.0
18	Jennie E. Shelby .....	700	8th	74.7	73.8	98.8
19	Mary B. O'Neill .....	700	9th	86.2	85.1	98.7
20	Lydia E. Spooner .....	650	10th	90.9	89.7	98.7
21	Arville C. De Luce .....	775	10th	77.4	76.4	98.7
	Total .....			1231.1	1207.2	98.1

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	4	31.4	30.9	20
Second .....	2	48.1	47.3	35
Third .....	3	104.6	102.6	62
Fourth .....	2	96.8	94.2	73
Fifth .....	2	124.7	122.4	114
Sixth .....	3	186.5	182.4	187
Seventh .....	3	165.2	161.3	167
Eighth .....	3	185.4	181.6	188
Ninth .....	1	156.1	153.9	211
Tenth .....	2	132.3	130.6	93

## OGDEN SCHOOL.

LOCATION. — Chestnut Street, between Dearborn and Wolcott.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	F. S. Heywood, <i>Principal</i> .....	\$2,000				
1	Rebecca E. Jones, <i>Head Assistant</i> .....	1,000	1st and 2d	46.3	44.4	95.8
2	Juliet Caldwell, E. Antoinette Whipple .....	650	3d	49.3	46.8	94.9
3	Sarah J. Binney .....	700	3d	55.7	53.0	95.1
4	Jane Dougall .....	700	4th	61.6	58.8	95.4
5	Belle McLaren .....	700	5th	57.7	55.0	95.3
6	Alice J. Taylor .....	700	5th and 6th	64.8	61.8	95.3
7	Frances M. Smith .....	700	7th	58.5	55.6	95.0
8	Sarah E. Austin .....	700	7th and 8th	61.7	59.6	96.5
9	Clara A. Haley .....	700	8th	59.7	57.6	96.4
10	Anna E. Young .....	700	9th	66.7	65.3	97.8
11	Caroline Westcott .....	700	10th	65.3	63.3	97.5
	Total .....			647.3	621.2	96.0

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADE.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	2	10.0	9.8	11
Second .....	2	29.2	27.8	34
Third .....	2	63.7	60.6	59
Fourth .....	2	90.7	86.2	65
Fifth .....	2	86.3	82.2	63
Sixth .....	1	61.8	56.3	78
Seventh .....	2	93.9	92.6	94
Eighth .....	2	85.4	82.5	71
Ninth .....	1	67.2	65.8	101
Tenth .....	1	59.1	57.4	74

## NEWBERRY SCHOOL.

LOCATION.—Willow Street, corner of Orchard.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Albert R. Sabin, <i>Principal</i> .....	\$2,000				
1	Emma Hooke, <i>Head Assistant</i> .....	1,000	1st	39.0	37.2	95.3
	Maria H. Haven .....	700				
	Louise Rapp, <i>Teacher of German</i> .....	650				
2	Mary T. Hammond, Elsie H. Gould, F. } Emma Coss .....	700	1st and 2d	46.8	45.1	96.4
3	Emilie Cooke, Mary V. Smith .....	700	3d	47.1	45.2	96.0
4	Ellen E. Leonard, Elsie H. Gould .....	650	3d	52.5	51.0	97.1
5	Laura A. King, Emilie Cooke .....	700	4th	48.8	46.8	95.9
6	Hannah P. Gay, Laura A. King, Mary T. } Hammond .....	700	4th	56.9	55.1	96.8
7	Helen M. Plato, Hannah P. Gay, Laura } A. King .....	700	6th	51.6	49.4	95.7
8	Agnes Magee, Hannah P. Gay, Ellen E. } Leonard .....	650	5th	52.4	50.7	96.7
9	Pattie A. Hack .....	700	5th	54.2	52.0	95.9
10	Carrie E. Young, Helen M. Plato .....	700	5th	50.1	53.6	95.7
11	Bertha J. Coss, Carrie E. Young .....	550	6th	50.4	54.7	96.9
12	Ida G. Lum, Elsie H. Gould, Agnes } Magee .....	650	7th	58.7	56.9	96.9
13	Mary H. Smith, Ida G. Lum .....	650	7th	56.5	54.7	98.5
14	Elsie H. Gould, Mary H. Smith .....	700	8th	58.3	56.6	97.1
15	Mary E. Hill .....	650	7th and 8th	60.5	58.3	96.3
16	Ellen R. Smith .....	550	8th	62.0	60.9	98.3
17	Eliza Sanders .....	700	8th	58.8	56.1	95.4
18	Caroline Smith, Clara A. Goffe .....	650	8th	68.7	66.0	96.1
19	Ella Patterson .....	650	9th	71.9	69.2	96.1
20	Ella M. Philbrick, Bertha J. Coss, Jennie } S. Anderson .....	550	9th	60.6	58.2	96.0
21†	Emelyn Palmer, Bertha J. Coss .....	650	8th	63.4	61.4	96.8
22†	Ann E. Chapman .....	700	10th	61.5	59.1	96.0
23†	Jennie S. Anderson, A. E. Chapman .....	650	9th and 10th	71.7	67.7	94.4
24†	Angie E. Goode, Mary A. C. Smith .....	550	7, 8, 9 and 10	57.0	54.4	95.4
25†	Ann E. Chapman .....	700	10th	36.1	34.7	96.1
26†	Emelyn Palmer, Nellie E. Barter .....	650	10th	17.4	17.1	98.0
27†	Jennie S. Anderson .....	650	10th	18.2	16.3	91.9
	Total .....			1443.1	1388.9	96.2

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADE.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	3	41.0	39.1	28
Second .....	1	25.9	24.9	54
Third .....	2	76.6	74.0	51
Fourth .....	2	136.6	131.6	103
Fifth .....	3	142.6	137.5	153
Sixth .....	2	157.6	151.4	140
Seventh .....	4	175.2	169.0	245
Eighth .....	7	255.2	245.6	306
Ninth .....	4	234.8	225.3	395
Tenth .....	3	197.6	188.6	344

\* Nickersonville Branch.

† Half-day Divisions.

## WELLS SCHOOL.

LOCATION.—Reuben Street, corner of Cornelia.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent of Attendance.
	Jeremiah Mahony, <i>Principal</i> .....	\$2,000				
1	Mary A. Evans, <i>Head Assistant</i> .....	1,000	1st and 2d	40.5	39.7	98.1
	Olive Backus .....	700				
	Eliza M. von Horn, <i>Teacher of German</i> .....	650				
2	Sophia R. Wilson, Helen M. Waite, Olive Backus, Sarah LaRue. ....	650	3d and 4th	44.3	42.5	95.9
3	Adelia A. Clement .....	650	4th and 5th	52.3	50.0	95.8
4	Mary J. Abbe .....	700	5th and 6th	63.3	60.8	96.1
5	Helen M. Waite, Sophia R. Wilson .....	650	6th	62.1	60.1	96.7
6	Jennie Kendall .....	700	6th and 7th	62.8	61.1	96.7
7	Helen W. Affeld .....	700	6th and 7th	64.8	63.3	97.6
8	Emily L. Rogers .....	550	7th	64.0	61.8	96.5
9	Jennie R. Graves .....	550	8th	63.4	61.5	96.9
10	C. Addie Brown .....	700	8th	61.8	59.5	96.2
11	Emma Thompson .....	700	8th and 9th	60.1	58.9	97.9
12	Kate H. Smith .....	550	8th and 9th	56.5	54.3	96.2
13	Frances L. Smith .....	550	9th	58.2	55.1	94.7
14	Addie A. Levake, Helen M. Waite. ....	550	9th and 10th	54.8	52.7	96.2
15	Jennie Wainwright .....	700	9th and 10th	54.9	52.5	95.6
	Total.....			863.8	833.8	96.5

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADE.	Number of Teachers at the close of year.	Average Number of Pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	2	8.6	8.4	12
Second .....	1	28.3	27.8	28
Third .....	1	25.2	24.3	17
Fourth .....	2	44.5	42.6	27
Fifth .....	2	84.6	81.3	54
Sixth .....	4	99.2	95.9	67
Seventh .....	3	144.9	140.6	141
Eighth .....	4	147.5	142.9	187
Ninth .....	5	155.3	149.6	220
Tenth .....	2	125.7	120.4	231

## SKINNER SCHOOL.

LOCATION.—Jackson Street, corner of Aberdeen.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Ira S. Baker, <i>Principal</i> .....	\$2,000				
1	Helen A. Butler, <i>Head Assistant</i> .....	1,000	1st	35.4	34.4	97.1
	Mary E. Brown .....	700				
2	Mary A. Cavender .....	700	2d	48.6	46.5	95.7
	Carrie A. de Clercq .....	700	2d	45.0	43.4	96.3
3	Mary F. Luccock, Mary E. Sands .....	700	3d	49.0	47.4	96.0
4	Mary J. Coin .....	700	3d	58.8	56.8	96.0
5	Frances L. Yates .....	700	4th	57.6	54.7	95.0
6	Martha Throop, Lottie E. Byington, ..	700	4th	58.8	55.6	94.6
	Lizzie M. Kennedy .....	700	4th	56.8	53.7	94.5
7	Laura R. A. Pennell .....	650	4th	60.0	58.2	97.0
8	Sarah O. Flagg, Lizzie D. White .....	700	5th	59.0	56.6	94.5
9	Anna Livingston .....	700	5th and 6th	59.0	55.7	94.4
10	Clara L. Lane .....	700	5th and 6th	58.6	55.6	94.9
11	Emily L. Trimmingham .....	700	6th and 7th	55.1	52.3	94.9
12	Margaret A. Van Vranken, M. Louise Nellegar .....	700	6th and 7th	55.1	52.3	94.9
13	Lizzie M. Kennedy, Lizzie F. Trimmingham ..	700	7th	56.2	53.6	95.4
14	Lottie E. Byington, Margaret A. Van Vranken .....	700	7th	52.1	49.1	94.2
15	Lizzie W. Pickering .....	700	7th	58.7	56.8	96.8
16	Charlotte A. Lamb .....	700	7th and 8th	60.7	58.5	96.4
17	Adelaide Herrick .....	650	8th	58.9	56.0	95.1
18	Lizzie D. White, Sarah O. Flagg .....	700	8th and 9th	59.7	56.4	94.5
19	Annie K. Moulton .....	700	8th and 9th	61.9	58.2	94.0
20	Maria F. Dye .....	650	9th	61.9	58.5	94.5
21	Sarah E. Comstock, Almira A. Miller .....	550	9th and 10th	61.0	57.4	94.1
22	Lizzie F. Trimmingham .....	550	10th			
	Total .....			1234.4	1175.4	95.2

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	1	28.0	27.1	25
Second .....	2	90.5	86.9	28
Third .....	2	110.2	105.7	38
Fourth .....	3	164.6	155.7	48
Fifth .....	3	133.5	127.8	78
Sixth .....	4	85.5	81.0	86
Seventh .....	5	155.2	147.1	139
Eighth .....	4	200.3	193.6	160
Ninth .....	4	143.5	135.0	211
Tenth .....	2	123.1	115.8	152



## HAVEN SCHOOL.

LOCATION.—Wabash Avenue, near Fifteenth Street.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	George D. Broomell, <i>Principal</i> .....	\$2,000				
1	Harriet A. Stowell, <i>Head Assistant</i> .....	1,000	1st	59.7	57.7	96.8
	Mary Noble .....	700				
2	Maria A. Parrey .....	700	2d	53.2	51.3	96.4
3	Melissa A. Greene, Annie A. Kavanagh .....	700	3d	57.2	55.1	96.4
4	Elizabeth Hillock .....	700	3d and 4th	59.6	57.2	95.9
5	Gertrude Brayton .....	700	4th and 5th	59.5	56.8	95.5
6	Lizzie Reeder, Ella A. Kimball .....	650	5th	61.3	58.9	96.2
7	Ella A. Kimball, Lizzie Reeder, Lavinia } C. Perkins .....	700	5th	59.3	56.9	95.9
8	Eliza F. Denison, Clara J. Chamberlain .....	650	6th	59.9	57.4	95.8
9	Sarah R. Grant .....	700	6th	57.5	55.1	95.9
10	Etta J. Reed, Jennie Hart .....	700	6th and 7th	60.8	59.3	97.5
11	Louise E. Stowell, Etta J. Reed .....	550	7th and 8th	60.4	58.6	97.0
12	Lillie N. Skaats, Etta J. Reed .....	550	8th	61.1	59.1	96.6
13	Annie H. Trask, Louise E. Stowell .....	650	8th	60.6	59.0	97.3
14	Susan E. Wilcox, Ella C. Hanford, Annie } H. Trask .....	550	8th and 9th	61.4	59.2	96.5
15*	Charlotte P. Plumer, Ella C. Hanford ..	725	9th and 10th	129.7	124.0	95.4
	Total .....			961.2	926.0	96.3

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADE.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	2	20.1	19.3	18
Second .....	1	50.0	48.3	32
Third .....	2	85.1	82.0	55
Fourth .....	2	74.2	71.0	63
Fifth .....	3	114.7	110.0	69
Sixth .....	3	102.1	97.9	107
Seventh .....	2	130.0	125.6	174
Eighth .....	4	165.8	161.0	127
Ninth .....	2	126.4	122.1	145
Tenth .....	1	92.8	88.7	164

\* Includes two Half-day Divisions.

## COTTAGE GROVE SCHOOL.

LOCATION.—Douglas Place, near Cottage Grove Avenue.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	James H. Broomell, <i>Principal</i> .....	\$1,600				
	Miriam S. Sherman, <i>Head Assistant</i> .....	1,000	1st and 2d	57.3	55.2	96.3
	Ellen C. Broomell .....	700				
	Olivia Oleson, <i>Teacher of German</i> ; Virginia von Horn .....	550				
2	Abbie N. Ward, Emma Harris .....	700	2d and 3d	57.3	54.6	95.5
3	Addie P. Wells .....	700	3d and 4th	62.9	61.1	97.1
4	Agnes M. Mackie, Melissa A. Greene .....	700	4th	61.7	59.5	96.4
5	Emma Dickerman .....	700	5th	62.2	59.1	95.0
6	Florence Bowen, Agnes M. Mackie .....	550	5th and 6th	63.4	59.3	93.5
7	Mary M. Richardson, Ellen C. Broomell .....	650	6th, 7th, 8th	63.8	61.3	95.1
8	Frank B. Brandon, Florence Bowen, Adelaide Butterfield .....	650	8th, 9th, 10th	63.5	60.8	95.8
	Jennie E. Farnsworth .....	750				
9	Helen M. Dahl .....	550	6th and 7th	56.8	54.1	95.1
10	Lettie Loomis, Helen M. Dahl .....	700	7th and 8th	70.3	66.3	94.4
11	Alice E. Bailey, Frank B. Brandon, Elizabeth Durham .....	550	8th and 9th	75.5	71.2	94.3
12*	Elizabeth Durham, Frank B. Brandon .....	550	9th and 10th	33.5	31.4	93.7
	Total .....			728.2	693.9	95.3

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADE.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	3	19.4	18.8	16
Second .....	2	41.8	40.2	16
Third .....	2	76.2	73.0	42
Fourth .....	2	69.0	66.9	23
Fifth .....	2	77.9	74.5	76
Sixth .....	3	67.1	62.7	53
Seventh .....	3	86.9	82.3	93
Eighth .....	4	105.1	100.3	110
Ninth .....	3	123.9	117.4	149
Tenth .....	2	60.7	57.4	89

\* Organized January 2d.

## HOLDEN SCHOOL.

LOCATION.—Deering Street, corner of Thirty-first.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Charles F. Babcock, <i>Principal</i> .....	\$2,000				
1	Lizzie A. Foltz, <i>Head Assistant</i> .....	1,000	1st and 2d	18.1	17.3	95.6
2	Louise S. Curtis.....	700	3d	24.4	22.4	91.8
3	Anna Patch.....	700	4th	39.4	37.3	94.7
4	Catharine H. Johnson.....	700	5th	55.3	52.3	94.7
5	Carrie W. Graves, Anna M. Duffy.....	650	6th	54.6	51.1	93.6
6	Caroline A. Bidwell.....	700	6th and 7th	54.7	50.1	91.6
7	Susan Prince, Carrie W. Graves.....	550	7th	55.1	51.4	93.3
8	Rosalie A. Phillips.....	650	7th and 8th	54.7	51.3	93.8
9	Abbie M. Blackman.....	650	8th	59.3	55.6	93.8
10	Mary A. Roe, Florence Bowen.....	450	8th and 9th	57.9	54.1	93.4
11	Nettie M. Pote.....	700	9th	59.3	56.2	94.8
12	M. Alice Moran.....	700	9th	59.8	56.4	94.3
13	Carrie E. Powers.....	650	9th and 10th	60.2	55.3	91.9
14	Ethelind Thompson.....	650	10th	54.4	49.7	91.4
15	Maggie V. O'Brien.....	550	10th	53.7	49.8	92.7
	Total ... ..	.....	.....	760.8	710.3	93.4

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADE.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	9.0	8.7	5
Second.....	1	9.1	8.6	8
Third.....	1	18.9	17.3	7
Fourth.....	1	46.6	43.9	37
Fifth.....	1	57.8	54.8	49
Sixth.....	2	58.7	54.6	60
Seventh.....	3	109.1	100.9	95
Eighth.....	3	134.3	125.0	112
Ninth.....	4	145.6	136.8	173
Tenth.....	3	171.7	158.8	239

## HOLSTEIN SCHOOL.

LOCATION.—Cortland Street, near Henshaw.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Eliza Lundegreen, <i>Principal</i> .....	\$1,000	2, 4, 5, 6.	17.0	16.9	97
2	Abbie E. Tobey.....	700	7, 8, 9, 10.	38.1	36.3	94
	Total.....			55.1	53.2	96.6

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	0	0.0	0.0	0
Second.....	1	4.3	4.3	0
Third.....	0	3.0	2.9	9
Fourth.....	1	3.6	3.5	1
Fifth.....	1	6.0	5.8	7
Sixth.....	1	5.4	5.2	8
Seventh.....	1	5.0	4.6	5
Eighth.....	1	7.5	7.3	4
Ninth.....	1	9.0	8.4	10
Tenth.....	1	11.3	11.2	12

## DORE SCHOOL.

LOCATION.— Harrison Street, near Halsted.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Henry H. Belfield, <i>Principal</i> .....	\$2,000				
1	Ann E. Winchell, <i>Head Assistant</i> .....	1,000	1st and 2d	42.3	42.0	99.8
	Jennie Fairman.....	700				
2	Augusta E. Anderson.....	650	3d	44.9	43.6	97.1
3	Bel N. Jones, Emily A. Chapman.....	700	4th	41.1	40.0	97.3
4	Charlotte O. Bailey.....	650	4th	53.9	52.2	96.8
5	Fanny B. Morey, Bel N. Jones, Abbie N. Ward.....	700	5th	53.1	56.7	97.6
6	Katie Fomhof.....	700	5th and 6th	58.7	57.5	98.0
7	Alice A. Bigelow, Fanny B. Morey.....	700	6th	60.5	59.0	97.5
8	Annie W. Miller, Alice A. Bigelow.....	550	7th	58.5	57.0	97.4
9	Mary C. French.....	700	7th	61.5	59.8	97.2
10	Mae Manford.....	650	7th	62.5	60.6	97.0
11	Francella V. Colby.....	550	8th	62.1	60.4	97.2
12	Agnes M. Buel, Carrie H. Barrows.....	550	8th	62.5	60.9	97.4
13	Anna M. Rickerson.....	700	8th	63.0	61.8	98.0
14	Mary Marshall, Emma K. H. Wright.....	550	9th	61.9	60.2	97.2
15	L. Florence Horne.....	650	9th	62.9	61.0	97.0
	Rose A. McCarthy.....	825				
16	Elveretta F. DeLuce.....	550	9th	64.0	63.0	98.4
17	Lucy A. Hyde.....	650	9th	67.2	65.5	97.4
18	Elizabeth A. Mann.....	550	9th	67.4	66.0	98.0
19	Marie S. Bergh.....	550	10th	69.5	68.2	98.1
20	Emma K. H. Wright, Mary Marshall.....	700	10th	66.8	59.4	97.7
21*	Marie S. Bergh.....	550		6.8	6.6	97.1
22†	Mary Marshall.....	550		7.4	7.3	98.6
	Total.....			1197.5	1168.7	97.6

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	19.4	19.3	15
Second.....	1	16.9	16.7	15
Third.....	1	46.5	45.3	28
Fourth.....	2	70.0	68.2	42
Fifth.....	2	134.2	130.9	83
Sixth.....	2	90.1	87.9	98
Seventh.....	3	195.9	190.6	174
Eighth.....	3	182.5	178.0	205
Ninth.....	5	283.5	276.7	235
Tenth.....	2	158.5	151.1	304

\* Half-day Division, opened in December, 1868.

† Half-day Division, opened in January, 1869.

## CARPENTER SCHOOL.

LOCATION.—Center Avenue, corner of Second Street.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the Year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Alfred Kirk, <i>Principal</i> .....	\$2,000				
1	Carrie B. Skeer, <i>Head Assistant</i> .....	1,000	1st and 2d	36.9	35.6	96.6
	Maria H. Sayward .....	700				
	Virginia von Horn, <i>Teacher of German</i> .....	550				
2	Minnie Lowe, Helen M. Seavey, Ellen J. Kennedy .....	650	3d	58.6	56.9	97.1
3	M. Louise Passmore, Minnie Lowe .....	700	4th	59.4	57.2	96.4
4	Theresa M. Guth, M. L. Passmore .....	550	4th	62.1	59.8	96.4
5	Mary E. Spence, S. Ellen Kirk, Mary E. Matthews .....	650	4th	62.2	60.8	96.2
6	Addie Favor .....	700	6th and 7th	61.1	58.7	96.0
7	Abbie D. Sayward, Theresa M. Guth .....	550	6th and 7th	61.3	59.7	96.7
8	Helen M. Seavey, S. Ellen Kirk .....	650	7th	62.0	59.8	96.6
9	Alice S. Bates .....	650	7th and 8th	62.8	61.2	97.7
10	Lizzie Flaven, Mary E. Spence .....	650	8th	63.0	62.2	98.7
11	Frances M. Noyes, Carrie A. Moore .....	450	8th and 9th	62.0	60.4	97.3
12	Harriet L. B. Rowell, Sarah E. Comstock .....	550	8th and 9th	62.8	61.1	97.2
13	Rosamond Brown, Lizzie Flaven .....	550	8th and 9th	62.2	61.2	98.3
14	Meta Wellers .....	650	9th and 10th	53.9	52.7	97.2
15	Ella Irwin, S. Isabel Sanderson, Abbie D. Sayward, Agnes M. Buell .....	450	10th	63.2	60.5	95.4
16*	Meta Wellers .....	650	10th	16.9	16.4	19.5
17*	Ella Irwin .....	450	10th	12.6	12.2	19.1
	Mary E. Randolph .....	450				
	Total .....			923.5	895.4	97.1

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADE.	Number of Teachers at the close of year.	Average Number Belonging for the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	0	0.0	0.0	0
Second .....	1	16.1	15.5	9
Third .....	2	34.1	33.1	15
Fourth .....	1	60.6	58.7	59
Fifth .....	1	91.8	88.6	130
Sixth .....	3	84.1	80.9	71
Seventh .....	5	153.2	147.7	91
Eighth .....	5	143.1	139.6	123
Ninth .....	4	174.3	170.4	227
Tenth .....	3	166.2	161.9	116

\* Half-day Divisions, in session during months of May and June only.

## HAYES SCHOOL.

LOCATION. — Leavitt Street, between Walnut and Fulton.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	A. N. Merriman, <i>Principal</i> .....	\$2,000				
1	Mary A. Merriman, <i>Head Assistant</i> .....	1,000	1st	21.5	21.2	98.7
2	Camilla Leach. ....	700	2d	44.9	43.4	96.5
3	Henrietta A. Freeman. ....	650	3d	55.3	53.4	96.6
4	Lizzie Jackson, Olive Backus. ....	650	4th	59.8	57.1	95.6
5	Leonice B. Woodford, Lettie C. Boylan, } Mary E. Hughes. ....	700	4th and 5th	63.2	59.3	93.8
6	Lydia C. Avery, Leonice B. Woodford. ....	700	5th	61.0	58.1	95.2
7	Emilie H. Hersey, Lydia C. Avery. ....	550	6th	60.1	57.2	95.2
8	Emily L. Bailey, Emilie H. Hersey. ....	700	7th	61.4	58.2	94.6
9	Eliza J. Dewey, Emily L. Bailey. ....	550	7th	61.3	58.3	94.7
10	Lettie C. Boylan, Eliza J. Dewey. ....	550	8th	59.7	59.7	96.5
11	Anna A. Cook. ....	550	8th and 9th	63.6	60.8	95.7
12	Anna E. Rockwell. ....	700	9th	62.7	59.9	95.5
13	Emma R. Locke. ....	650	9th and 10th	62.3	59.9	96.1
14	Susie U. Woodford. ....	650	10th	63.8	60.9	95.4
15	Lizzie A. Collings. ....	650	10th	61.9	59.2	95.6
	Total. ....			864.7	826.6	95.6

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First. ....	2	21.6	21.2	19
Second. ....	1	44.9	43.4	39
Third. ....	1	55.3	53.4	46
Fourth. ....	2	90.5	86.6	45
Fifth. ....	2	115.8	110.1	149
Sixth. ....	1	72.1	68.8	120
Seventh. ....	2	77.4	73.5	114
Eighth. ....	2	135.3	129.7	84
Ninth. ....	3	103.3	98.7	107
Tenth. ....	3	148.5	141.2	86

## CLARKE SCHOOL.

LOCATION.—Reuben Street, between Sampson and Hastings.

REPORT FROM FEBRUARY 1 TO JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Frank B. Williams, <i>Principal</i> .....	\$2,000				
1	Mattie A. Merriman, <i>Head Assistant</i> .....	1,000	2d and 3d	8.9	8.8	98.9
2	Lanra D. Barron .....	700	3d and 4th	18.2	17.7	97.3
3	Sarah E. Oberlander, M. Adelaide Barber ..	700	5th	19.1	18.6	97.8
4	M. Adelaide Barber, Anna M. Duffy .....	700	6th	23.9	23.2	97.1
5	Anna M. Duffy, Maria P. Noyes .....	700	7th	26.7	25.5	95.5
6	Emma Couch, Maria P. Noyes .....	700	8th	33.1	31.9	96.4
7	Maria P. Noyes, Emma Couch, Elvira Bates	550	8th	31.3	30.0	95.9
8	Elvira Bates, J. Anna Hornby .....	550	9th	29.9	28.5	95.3
9	J. Anna Hornby, Mary L. Spencer .....	700	9th	31.2	29.9	95.3
10	Mary L. Spencer, Celia S. Gibbons .....	550	10th	32.3	30.2	93.5
11	Celia S. Gibbons, Maggie A. Curran .....	550	10th	33.8	31.8	94.1
12*	Maggie A. Curran .....	550	10th	13.4	12.6	94.0
13†	Anna C. Goodrich .....	450	10th	5.6	5.3	94.6
	Total .....			307.4	294.0	95.6

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	0	0.0	0.0	0
Second .....	2	3.0	3.0	2
Third .....	3	12.7	12.4	7
Fourth .....	1	11.4	17.1	0
Fifth .....	1	19.1	18.6	19
Sixth .....	1	22.0	21.4	31
Seventh .....	1	28.6	27.4	32
Eighth .....	2	52.5	50.6	40
Ninth .....	2	54.9	52.3	68
Tenth .....	4	103.2	97.2	109

\* Organized in May.

† Organized in June.



## PEARSON STREET PRIMARY SCHOOL.

LOCATION.—Pearson Street, corner of North Market.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Flora R. Parish, <i>Principal</i> .....	\$1,000				
1	Lizzie Crawford.....	700	5th	57.9	57.0	98.5
2	Helen M. Stowell.....	700	6th	61.7	60.8	98.6
3	Ida M. Parker.....	700	7th	61.3	60.3	98.3
4	Nellie L. Dickson.....	700	7th and 8th	61.4	60.6	98.6
5	Mattie M. Williams.....	700	8th	66.1	65.3	98.8
6	Kate Clingman.....	700	8th and 9th	63.5	62.2	98.0
7	Maggie E. Burns.....	700	9th and 10th	64.6	63.8	98.8
8	Virginia Dunning.....	700	10th	65.6	65.1	99.2
	Total.....			502.1	495.1	98.6

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Fifth.....	1	45.8	45.3	46
Sixth.....	1	51.2	50.3	70
Seventh.....	2	84.2	82.9	73
Eighth.....	3	133.6	131.7	120
Ninth.....	2	94.5	92.9	121
Tenth.....	2	92.3	92.0	120

## ELIZABETH STREET PRIMARY SCHOOL.

LOCATION.—Lake Street, corner of Elizabeth.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Sarah E. Osgood, <i>Principal</i> .....	\$1,000				
1	Hattie N. Winchell .....	700				
2	Mary Hennessy, Lottie E. Byington .....	650	5th and 6th	59.9	57.5	95.9
3	Frances Le Baron, Mary Hennessy .....	550	6th	51.4	49.7	96.7
4	Georgia Lewis .....	700	7th	52.7	50.4	95.7
5	Laura H. Stowe .....	700	8th	55.1	53.4	96.9
6	Emily C. Currier, Lottie A. Foley .....	700	8th and 9th	58.1	55.7	95.8
7	Isabella Patterson .....	700	9th and 10th	61.5	59.9	97.5
8	Clara Wingrave .....	700	10th	62.5	60.0	96.0
	Total .....			459.2	441.8	96.2

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Fifth.....	2	91.0	90.3	45
Sixth.....	2	54.5	52.3	37
Seventh.....	1	65.1	63.0	107
Eighth.....	2	82.9	79.9	92
Ninth.....	2	99.1	95.9	103
Tenth.....	2	63.6	60.4	85

## ROLLING MILL PRIMARY SCHOOL.

LOCATION.—Reuben Street, corner of Waubansia.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Sarah O. Babcock, <i>Principal</i> .....	\$1,000	3d and 4th	42.7	41.8	97.9
2	Virginia Sayre .....	650	5th and 6th	39.7	38.1	96.2
3	Mary L. Tobey, Maria P. Noyes .....	550	6th and 7th	50.2	48.7	97.1
4	M. Juliette Danforth, Lizzie A. Kendall .....	550	8th and 9th	56.3	53.8	95.6
	Mary J. Reading .....	550	10th			
	Total .....			188.9	182.4	96.6

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Third .....	1	13.2	13.0	12
Fourth .....	1	14.5	14.1	8
Fifth .....	1	16.4	15.9	11
Sixth .....	1	16.5	16.0	2
Seventh .....	1	28.1	27.1	22
Eighth .....	1	18.3	18.0	57
Ninth .....	1	25.6	24.6	34
Tenth .....	1	56.3	53.7	64

## WALSH STREET PRIMARY SCHOOL.

LOCATION.—Walsh Street, corner of John.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Mary E. S. Brown, <i>Principal</i> ; Frank B. Williams .....	\$1,000				
1	Eliza H. Scoffin, Helen S. Perkins, Mary E. S. Brown, Lizzie A. Collings .....	650	5th	29.1	23.3	97.1
2	Lottie A. Hunt .....	650	6th	48.3	46.9	97.2
3	Ella J. Vance .....	650	7th	57.8	55.0	96.7
4	Frances Rowland .....	650	7th and 8th	59.5	57.6	96.7
5	Frederica W. Ginther .....	700	8th	59.6	57.9	97.2
6	I. S. Daniels .....	450	8th	62.3	60.7	97.4
7	Louise A. Moore .....	550	9th	60.4	59.0	99.1
8	Carrie J. Edwards .....	550	9th	60.4	59.0	97.7
9*	Elizabeth Evans .....	550	10th	43.1	41.6	96.5
10*	Anna Edwards, Fannie Church .....	450	10th	45.0	43.5	96.7
	Total .....	.....	.....	525.5	511.3	97.3

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First .....	0	0.4	0.4	0
Second .....	0	2.3	2.3	7
Third .....	0	9.2	8.9	5
Fourth .....	0	11.1	10.7	0
Fifth .....	2	32.3	31.3	22
Sixth .....	1	36.7	35.5	20
Seventh .....	2	70.7	68.5	57
Eighth .....	3	104.5	101.3	95
Ninth .....	2	155.6	152.2	177
Tenth .....	2	102.7	100.2	95

\* Opened November 30th.

## DE KOVEN STREET PRIMARY SCHOOL.

LOCATION.—De Koven Street, near Des Plaines.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent of Attendance.
	Tammie E. Flowers, <i>Principal</i> .....	\$1,000				
1	Wilhelmina R. Ryder .....	650	8th	52.9	52.0	98.2
2	Mary C. Fitch .....	700	8th	59.0	58.1	98.4
3	Mary J. Towne, Minnie P. French .....	650	8th and 9th	58.4	57.2	98.0
4	Mary E. Burt .....	650	9th	58.5	57.3	98.0
5	Gertrude Eddy .....	550	9th	61.6	60.8	98.6
6	Jennie A. Fennimore .....	775	10th	34.3	33.4	97.4
7	Azubah T. Dodge .....	550	10th	74.6	72.2	96.7
8	Lizzie Whitmore .....	550	10th	68.5	66.8	97.5
	Total .....			467 8	457.8	97.9

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Eighth .....	3	102.5	100.6	42
Ninth .....	3	172.9	169.9	108
Tenth .....	3	192.4	187.3	168

## ELM STREET PRIMARY SCHOOL.

LOCATION.— Rush Street, corner of Elm.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Lizzie C. Rust, <i>Principal</i> .....	\$1,000				
1	Celia G. Warner .....	650	5th	56.7	55.0	97.1
2	Seraphine Jamot .....	550	6th	58.2	56.2	96.5
3	Sophia C. Johns .....	550	6th and 7th	58.1	56.5	97.2
4	M. Louise Costello .....	550	7th and 8th	60.3	58.2	96.6
5	Josephine B. Bolles .....	550	8th	61.1	59.8	97.8
6	A. Frances Moore .....	550	9th	60.7	58.9	96.9
7	Ella M. Woodward .....	550	9th and 10th	58.2	57.1	98.1
8	Agnes J. Sawyer .....	550	10th	66.8	65.1	97.5
	Total .....			430.1	466.8	97.2

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Fifth .....	1	70.3	68.2	42
Sixth .....	2	61.3	59.2	37
Seventh .....	2	70.0	67.9	39
Eighth .....	2	84.4	81.6	115
Ninth .....	2	109.7	106.8	163
Tenth .....	2	84.4	83.1	168

## WENTWORTH AVE. PRIMARY SCHOOL.

LOCATION.—Wentworth Avenue, corner of Twentieth Street.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Mary E. Reed, <i>Principal</i> .....	\$1,000				
1	Allie M. Dickey, Lizzie A. Leonard .....	650		57.6	56.0	97.1
2	Sue L. Hillock .....	700	5th and 6th	60.5	58.5	97.2
3	Agnes F. Du Four .....	550	7th	62.4	61.3	98.2
4	Ellia M. Porter .....	650	7th and 8th	65.7	64.8	98.6
5	Sarah A. Barker, Allie M. Dickey .....	550	8th	64.5	63.9	99.1
6	Minnie P. French, Sarah A. Barker .....	550	8th and 9th	64.8	64.1	98.9
7	Emma B. Fenimore .....	550	9th	64.6	63.7	98.7
8	Eda E. Gould .....	550	9th	64.7	64.0	98.9
9*	Libbie Clarke .....	500	10th	8.5	8.4	98.7
10*	Helen M. Peck .....	450	10th	12.3	12.1	98.2
11*	Sarah J. Shove .....	450	10th	7.4	7.3	99.0
	Total .....	.....	.....	533.0	524.4	98.4

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Fifth .....	2	63.5	61.7	39
Sixth .....	1	54.6	53.1	64
Seventh .....	2	65.3	64.1	47
Eighth .....	3	101.1	100.1	82
Ninth .....	2	131.7	130.0	148
Tenth .....	3	116.8	115.4	125

\* Opened May, 1869.

## BLUE ISLAND AVE. PRIMARY SCHOOL.

LOCATION.—Blue Island Avenue, near Western Avenue.

## REPORT FOR SCHOOL YEAR ENDING JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Albert B. Strong, <i>Principal</i> .....	\$1,000	.....	46.8	44.8	95.7

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Third .....	1	4	4	13
Fourth. ....	1	4.5	4.3	0
Fifth.....	1	4.8	5.4	0
Sixth.....	1	6.0	5.1	11
Seventh.....	1	8.0	7.2	20
Eighth.....	1	4.9	4.5	6
Ninth.....	1	13.8	13.4	7
Tenth.....	1	5.2	3.7	20



## NORTH BRANCH PRIMARY SCHOOL.

LOCATION.—Division Street, corner of Sedgwick.

REPORT FROM JANUARY 4 TO JULY 3, 1869.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	F. Emma Coss, <i>Principal</i> .....	\$1,000				
1	Clara A. Goffe.....	700	5th	12.7	12.6	98.0
2	Mary A. C. Smith.....	700	5th and 6th	35.1	33.9	96.4
3	Kate E. Blanchard.....	700	6th and 7th	35.2	34.1	96.8
4	Nellie E. Barter.....	575	7th and 8th	32.6	31.4	96.3
5	Mary A. Fitzpatrick.....	550	8th	35.8	34.6	96.7
6	Laura J. Boring.....	700	9th	30.5	29.6	97.0
7	Grace W. Palmer.....	550	9th and 10th	31.5	30.7	97.4
8	Mary A. Burke, Mary A. Hinkley.....	450	10th	43.8	42.0	96.1
	* Total.....			257.3	245.9	96.8

## REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of Teachers at the close of year.	Average Number Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Fifth.....	2	8.6	8.5	3
Sixth.....	2	35.0	33.9	44
Seventh.....	2	43.8	42.2	40
Eighth.....	2	64.1	61.9	92
Ninth.....	2	56.7	55.3	88
Tenth.....	2	49.1	47.1	92

\* North Branch Primary School opened January 4, 1869.



## GENERAL SUMMARY OF ATTENDANCE.

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TABLE No. I. exhibits the Nativity of the pupils attending all the schools of the city during the year.

TABLE No. II. exhibits the Summary of Attendance of all the District and Primary Schools, for each month during the year.

TABLE No. III. exhibits the Number Admitted, Left and Tardy, and the Per Cent. of Attendance by Schools for each Department, and also for the Whole School.

TABLE No. IV. exhibits the Average Number Belonging in each Grade in each of the District and Primary Schools during the year. Each of the District Schools is divided into ten Grades, numbered respectively, 1st, 2nd, etc., Grades. The Grades from 1 to 4, inclusive, are denominated *Grammar Department*, and the Grades from 5 to 10, inclusive, are denominated *Primary Department*. In the Primary Schools, the six lowest Grades are taught. Each Department is divided into Divisions, which correspond as nearly as possible with the Grades, but in many Divisions, pupils of more than one Grade are found. The Divisions of each school are made to correspond with the number of teachers employed, while the Grades are arranged with reference to the Course of Instruction.

TABLE No. V. exhibits the Average Daily Attendance of each Grade in each of the District and Primary Schools during the year.

TABLE No. VI. exhibits the Number of Promotions in each Grade in each of the District and Primary Schools during the year.

TABLE No. VII. exhibits Miscellaneous Statistics of Attendance by Schools for the year.

TABLE No. I.

## NATIVITY OF PUPILS IN THE PUBLIC SCHOOLS.

THE following Schedule shows the birth place of all pupils registered in the Public Schools during the last eight years.

## BORN IN THE UNITED STATES.

	1861	1862	1863	*1864-5	1865-6	1866-7	1867-8	1868-9
Chicago .....	5792	6714	8498	12002	10878	12418	13891	16363
Illinois, out of Chicago...	840	1024	1503	2390	2223	2354	2468	2845
Maine .....	117	97	106	137	149	126	105	135
New Hampshire .....	74	68	89	103	102	96	91	125
Vermont .....	98	97	130	173	101	94	142	108
Massachusetts .....	524	571	699	892	741	750	730	859
Rhode Island .....	51	31	45	61	46	66	52	59
Connecticut .....	198	229	236	298	210	186	200	202
New York .....	2979	2979	3662	4060	3176	2912	3138	3146
New Jersey .....	136	140	189	242	192	176	208	221
Pennsylvania .....	365	392	432	566	458	469	497	521
Delaware .....	7	5	6	20	10	7	9	16
Maryland .....	76	93	112	120	105	120	123	134
District Columbia .....	20	18	18	20	28	20	28	50
Virginia .....	46	45	53	68	55	51	77	88
Ohio .....	536	584	658	868	674	646	615	759
Indiana .....	136	175	238	338	268	290	307	412
Michigan .....	318	357	462	603	483	473	498	597
Wisconsin .....	386	489	710	1032	879	954	1057	1195
Minnesota .....	4	24	44	76	59	83	99	117
Iowa .....	45	69	131	286	271	298	354	433
Missouri .....	133	151	205	259	272	291	371	415
Kentucky .....	121	122	150	165	193	215	220	227
Tennessee .....	19	12	37	35	38	60	71	74
Kansas .....	3	2	8	10	11	25	16	24
Nebraska .....	0	0	3	6	4	2	6	13
North Carolina .....	3	4	3	7	8	2	4	9
South Carolina .....	0	0	9	12	10	8	13	13
Georgia .....	8	7	8	10	8	14	21	29
Florida .....	0	1	3	3	2	2	3	3
Alabama .....	4	9	10	30	30	30	36	52
Mississippi .....	13	16	23	41	42	36	43	36
Louisiana .....	27	31	30	47	49	52	53	77
Texas .....	11	11	17	14	13	15	30	26
Arkansas .....	2	2	3	9	7	6	7	7
California .....	15	12	18	29	35	47	55	74
Oregon .....	0	0	1	0	4	0	10	0
New Mexico .....	0	0	0	4	1	0	0	1
Colorado .....	0	0	0	0	1	2	19	1
Nevada .....	0	0	0	0	1	1	2	0
Utah .....	0	0	0	0	0	0	1	2
Montana .....	0	0	0	0	0	0	0	3
Total .....	13113	14587	18256	*25036	21837	23416	25638	29467

\* The figures for the years 1864 and '65 cover a period of eighteen months; all the rest are for one year.

## NATIVITY OF PUPILS — CONCLUDED.

## FOREIGN BIRTH.

	1861	1862	1863	*1864-5	1865-6	1866-7	1867-8	1868-9
Germany .....	1202	916	767	950	673	854	864	1356
England .....	646	601	613	754	595	568	602	682
Ireland .....	423	318	298	491	382	430	421	434
Canada .....	393	378	448	710	781	864	885	1109
Scotland .....	160	137	143	168	133	110	135	147
Sweden .....	99	88	83	92	81	81	131	227
Norway .....	90	148	186	299	284	291	374	388
France .....	71	42	33	47	18	28	32	36
Holland .....	30	28	38	68	37	55	75	143
Prussia .....	25	33	36	52	40	54	77	87
New Brunswick .....	15	16	12	16	19	18	15	19
Wales .....	10	10	17	30	28	36	32	47
Bohemia .....	21	36	45	70	154	266	391	368
Switzerland .....	10	12	4	7	13	29	18	14
Belgium .....	13	18	28	17	3	6	7	7
Austria .....	3	9	9	9	3	9	10	5
Newfoundland .....	9	6	5	4	4	5	5	7
St. Helena Island .....	5	3	5	5	3	5	5	12
Denmark .....	5	4	10	10	10	36	37	32
Italy .....	5	5	2	13	7	5	6	12
Nova Scotia .....	10	4	1	6	5	4	6	7
Poland .....	2	3	3	3	7	0	7	8
Atlantic Ocean .....	4	12	7	14	9	9	3	3
West Indies .....	2	3	2	4	2	5	7	7
Brazil .....	2	2	2	3	1	0	0	0
British America .....	0	0	0	1	2	0	2	0
Prince Edward's Island .....	5	3	3	4	1	1	0	0
Mexico .....	1	1	2	1	0	0	0	2
Hanover .....	0	1	1	0	3	2	2	2
Island of Guernsey .....	0	0	0	0	0	0	1	1
Australia .....	0	0	3	6	5	3	4	11
Africa .....	1	2	1	2	0	1	0	5
Iceland .....	0	0	0	1	0	0	0	0
Isle of Man .....	4	2	0	1	1	2	3	3
Hungary .....	1	2	2	2	4	4	6	7
Saxony .....	2	0	0	1	2	4	2	1
Central America .....	3	0	1	0	1	1	2	2
Asia .....	1	1	1	0	0	3	0	1
Costa Rica .....	0	2	2	2	0	0	0	0
Chili .....	0	0	1	0	0	2	0	0
Borneo .....	0	0	1	0	0	0	2	0
Portugal .....	0	0	0	1	1	1	1	0
Sicily .....	0	0	0	3	3	2	1	1
Russia .....	0	0	0	3	3	7	2	8
Turkey .....	0	0	0	2	1	2	0	0
India .....	0	0	0	1	1	1	1	6
Gibraltar .....	0	0	0	0	1	0	0	0
Spain .....	0	0	0	0	0	1	0	0
South America .....	0	0	0	0	3	0	0	0
Moravia .....	0	0	0	0	1	0	0	1
Baden .....	0	0	0	0	2	1	0	0
Indian Ocean .....	0	0	0	0	0	1	1	3
Unknown .....	55	91	119	162	79	37	91	62
Total .....	3328	2934	2932	4044*	3404	3844	4266	5273

\* The figures for the year 1864 and '65 cover a period of eighteen months; all the rest are for one year.

TABLE No. II.

MONTHLY SUMMARY OF ATTENDANCE OF ALL THE DISTRICT AND PRIMARY SCHOOLS.

MONTHS.	SUMMARY OF GRAMMAR DIVISIONS.					SUMMARY OF PRIMARY DIVISIONS.					SUMMARY OF ALL THE SCHOOLS.				
	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per cent. of Attendance.	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per cent. of Attendance.	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per cent. of Attendance.	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.
September .....	3859	3662.4	3553.5	97.0	18465	17104.1	16960.7	97.0	22344	20896.5	20314.2	96.9	22344	20896.5	20314.2
October .....	4123	3799.2	3685.5	97.0	19904	18661.8	17535.3	97.1	24027	21861.0	21220.8	96.1	24027	21861.0	21220.8
November .....	4113	3869.5	3758.4	97.1	19584	18183.9	17700.6	97.3	23697	22053.4	21459.0	97.3	23697	22053.4	21459.0
December .....	4185	3993.0	3748.0	95.0	19330	18109.6	17406.7	96.1	23515	22012.6	21154.7	96.1	23515	22012.6	21154.7
January .....	4511	4175.4	4053.5	97.1	20418	18426.1	17433.9	97.9	24929	22501.5	21987.4	97.4	24929	22501.5	21987.4
February .....	4350	4140.6	3981.0	96.4	20478	19209.3	18443.0	96.0	24828	23349.9	22423.0	96.0	24828	23349.9	22423.0
March .....	4407	4225.8	4060.5	96.1	20589	18844.5	18386.0	95.9	24696	23071.3	22140.5	96.0	24696	23071.3	22140.5
April .....	4428	4074.7	3927.0	95.4	19993	18412.9	17773.5	96.5	24391	22487.6	21700.5	96.5	24391	22487.6	21700.5
May .....	4592	4186.5	4021.0	96.0	20881	18688.7	17962.3	96.1	25473	22885.2	21983.3	96.1	25473	22885.2	21983.3
June .....	4292	4062.0	3928.6	95.7	20219	18709.2	18135.0	96.9	24511	22771.2	22063.6	96.9	24511	22771.2	22063.6
Average for the year .....	4286	4010.0	3871.7	96.6	19955	18382.0	17763.0	96.6	24241	22692.0	21634.7	96.6	24241	22692.0	21634.7

TABLE No. III.  
NUMBER ADMITTED, LEFT, TARDY, AND PER CENT. OF ATTENDANCE OF EACH OF THE DISTRICT AND  
PRIMARY SCHOOLS.

Schools.	GRAMMAR DEPARTMENT.				PRIMARY DEPARTMENT.				WHOLE SCHOOL.			
	Admit- ted.	Left.	Tardy.	Per cent. of At- tendance.	Admit- ted.	Left.	Tardy.	Per cent. of At- tendance.	Admit- ted.	Left.	Tardy.	Per cent. of At- tendance.
Dearborn .....	252	189	269	95.8	1222	726	2117	96.0	1474	911	2385	98.6
Jones .....	286	168	371	90.8	1294	769	2354	97.2	1874	1037	2935	97.1
Scammon .....	379	232	390	96.8	1862	963	2477	96.4	2170	1195	2867	98.4
Kinzie .....	286	172	254	95.4	1866	963	2735	98.8	2176	1207	2857	98.7
Franklin .....	535	266	508	95.0	1984	1007	1843	98.1	2180	1077	2351	98.7
Washington .....	291	165	157	96.5	1540	1027	1944	96.0	1851	1072	2351	98.1
Moseley .....	567	347	709	90.2	1549	749	2015	96.0	2090	1090	3384	96.1
Brown .....	420	217	443	90.8	937	399	1107	98.8	1387	610	1550	98.2
Foster .....	512	361	263	97.9	2273	1286	1609	98.1	2795	1641	1352	98.1
Ogden .....	328	195	231	95.3	837	365	1186	96.3	1198	560	1447	96.0
Newberry .....	459	323	241	90.1	2899	1700	1860	96.2	3388	2223	1441	96.2
Wells .....	205	137	196	96.7	1511	725	2209	96.5	1740	862	2405	96.5
Skinner .....	852	514	832	95.5	1793	990	2024	95.1	2650	1504	2858	95.2
Haven .....	398	237	233	95.3	1635	892	995	96.4	2033	1129	798	98.3
Cottage Grove .....	347	185	441	96.3	1094	536	1906	94.9	1439	719	2347	95.3
Holden .....	171	124	230	91.0	2127	1454	3406	93.3	2293	1578	3636	93.4
Holstein .....	28	22	10	96.3	99	58	55	96.4	127	80	65	96.4
Dore .....	325	251	205	97.8	2007	1583	2046	97.6	2932	1834	2851	97.6
Carpenter .....	152	105	167	96.9	1617	731	1662	97.1	1709	836	1849	97.1
Hayes .....	333	207	236	96.6	1424	732	1727	95.5	1757	939	1993	95.6
Clarke .....	87	39	51	98.0	970	365	669	98.6	1057	404	750	98.6
Pearson Street Primary .....	0	0	0	0.0	1078	594	1482	98.6	1078	594	1482	98.6
Elizabeth Street Primary .....	0	0	0	0.0	958	525	1423	96.3	958	525	1423	96.3
Rolling Mill Primary .....	45	39	111	97.8	411	253	515	96.3	456	292	626	96.6
Walsh Street Primary .....	60	60	38	96.8	1391	849	1738	97.3	1451	909	1776	97.3
DeKoven Street Primary .....	0	0	0	0.0	1069	678	539	97.9	1069	678	539	97.9
Elm Street Primary .....	0	0	0	0.0	1076	634	1254	97.2	1076	634	1254	97.2
Wentworth Avenue Primary .....	0	0	0	0.0	1362	709	2037	98.4	1362	709	2037	98.4
North Branch Primary .....	0	0	0	0.0	785	373	464	96.8	785	373	464	96.8
Blue Island Avenue Primary .....	6	18	52	96.7	122	77	510	95.6	128	95	562	95.7
Total .....	7342	4571	6818	96.6	41603	22248	47578	96.6	48945	26819	54396	96.6

TABLE No. IV.

SUMMARY OF ATTENDANCE BY GRADES—AVERAGE NUMBER BELONGING TO EACH GRADE FOR THE YEAR.

SCHOOLS.	GRAMMAR GRADES.					PRIMARY GRADES.							Total Primary Grades.	Whole School.
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Total Grammar Grades.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.			
Dearborn .....	17.8	18.1	3.7	32.8	107.4	58.9	58.9	81.2	112.5	113.7	75.5	522.1	690.5	
Jones .....	12.6	28.8	43.0	61.4	145.8	56.6	56.6	157.6	162.7	162.4	154.3	774.2	926.3	
Scammon .....	13.0	40.8	69.9	94.2	218.1	106.3	117.7	117.5	170.7	153.3	195.2	798.7	1078.8	
Kinzie .....	12.3	21.0	57.4	64.4	152.9	121.5	143.3	120.4	181.8	184.1	193.4	955.5	1108.4	
Franklin .....	21.5	52.4	66.6	135.7	306.2	121.1	96.1	164.6	209.9	168.8	141.8	904.3	1210.5	
Washington .....	14.0	70.8	47.5	89.5	221.8	104.4	110.2	104.7	141.8	118.5	26.5	848.3	1010.4	
Moseley .....	23.6	70.8	113.0	111.5	319.9	123.6	71.3	112.5	170.8	128.4	66.0	683.6	1003.4	
Brown .....	33.6	58.4	155.0	104.3	449.3	108.5	60.9	58.4	56.8	112.5	81.2	501.3	743.2	
Foster .....	31.4	48.0	104.5	66.8	250.7	124.7	61.8	186.5	185.4	112.5	134.4	960.4	1231.1	
Ogden .....	10.0	29.2	33.7	90.7	163.6	86.3	61.8	93.0	85.4	67.2	59.1	453.7	647.3	
Newberry .....	41.0	26.0	76.6	136.6	285.2	143.6	157.6	175.1	253.2	234.8	127.7	987.1	1443.1	
Wells .....	8.6	28.3	25.3	44.5	106.7	84.6	82.2	117.8	147.5	153.3	123.0	840.7	1033.8	
Skinner .....	28.0	90.4	110.2	105.1	393.7	133.5	85.4	135.1	165.9	124.3	123.0	987.1	1234.4	
Haven .....	20.1	50.0	85.1	74.2	229.4	114.3	102.1	150.0	105.1	124.0	94.7	731.8	901.2	
Cottage Grove .....	19.5	41.8	76.2	69.0	206.5	77.9	62.1	186.9	105.1	124.0	66.7	531.7	728.2	
Holsten .....	9.0	9.1	18.9	40.6	86.6	57.8	53.6	109.1	134.3	148.6	171.8	677.2	760.8	
Dore .....	0.0	4.5	2.8	3.6	10.9	5.9	5.4	4.3	7.7	18.8	11.6	44.2	55.1	
Holsten .....	19.5	16.9	46.6	70.0	153.0	134.2	80.1	195.9	182.5	283.4	158.5	1044.6	1197.6	
Carpenter .....	21.5	45.0	55.3	60.6	118.6	91.8	94.1	153.3	143.1	174.3	166.1	812.7	923.5	
Hayes .....	.....	.....	.....	.....	.....	115.9	72.2	77.4	135.5	103.5	147.6	652.1	854.7	
Clark .....	.....	3.0	12.7	11.4	27.1	19.1	22.0	26.6	54.5	54.9	103.2	286.3	307.4	
Pearson Street Primary .....	.....	.....	.....	.....	.....	43.8	51.2	81.2	133.7	94.4	92.8	502.1	502.1	
Elizabeth Street Primary .....	.....	.....	.....	.....	.....	0.0	54.5	65.1	82.9	99.1	63.6	459.2	459.2	
Rolling Mill Primary .....	.....	1.5	11.8	14.5	27.8	16.3	18.7	23.1	18.4	25.5	56.1	161.1	188.9	
Walsh Street Primary .....	.....	2.7	9.2	11.1	23.0	33.3	38.7	68.7	104.5	155.5	102.8	502.5	525.5	
De Koven Street Primary .....	.....	.....	.....	.....	.....	0.0	0.0	0.0	102.5	173.0	192.3	467.8	467.8	
Elm Street Primary .....	.....	.....	.....	.....	.....	0.0	61.2	70.0	84.4	109.7	81.5	486.1	486.1	
Wentworth Avenue Primary .....	.....	.....	.....	.....	.....	0.0	54.6	65.3	101.1	131.7	116.8	533.0	533.0	
North Branch Primary .....	.....	.....	.....	.....	.....	8.6	35.0	39.9	68.0	56.7	49.0	257.2	257.2	
Blue Island Avenue Primary .....	.....	.....	5	4.5	5.0	4.8	6.0	7.2	4.8	13.8	5.2	41.8	46.8	
Total .....	357.0	715.1	1256.1	1681.8	4010.0	2416.0	2159.0	2874.5	3706.6	3795.9	3430.0	18382.0	22392.0	



TABLE No. V.

SUMMARY OF ATTENDANCE BY GRADES—AVERAGE DAILY ATTENDANCE BY GRADES FOR THE YEAR.

SCHOOLS.	GRAMMAR GRADES.					PRIMARY GRADES.							Total Whole School.
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Total Grammar Grades.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.	Total Primary Grades.	
Dearborn.....	17.4	17.3	36.6	31.2	102.5	79.4	89.9	78.4	108.4	180.9	72.0	501.2	683.7
Jones.....	12.4	21.3	41.3	50.1	141.0	54.3	87.9	154.6	140.1	158.9	148.8	752.4	893.4
Scammon.....	13.0	40.4	68.3	36.1	215.8	105.3	116.0	115.7	107.7	150.7	101.1	846.5	1061.9
Kinzie.....	21.7	20.4	54.2	59.8	145.8	118.3	137.4	124.5	175.4	175.3	184.5	915.1	1060.9
Franklin.....	21.3	51.2	94.7	121.8	309.1	129.7	137.4	102.1	207.7	114.9	202.0	882.3	1187.4
Washington.....	13.7	51.6	45.6	85.3	196.2	155.7	105.6	101.1	136.8	111.7	62.7	616.5	977.6
Moseley.....	22.9	68.8	110.5	105.4	307.6	123.7	96.9	107.4	151.9	142.9	77.6	656.5	944.1
Brown.....	32.6	49.2	53.3	101.2	236.3	105.1	136.4	155.3	187.7	101.6	77.6	436.3	716.9
Foster.....	30.9	47.3	60.6	86.2	225.0	122.3	138.5	101.3	187.6	151.9	130.6	936.3	1207.2
Ogden.....	9.8	27.3	73.9	131.0	234.4	82.2	135.1	150.8	187.6	65.8	158.4	436.3	621.2
Newberry.....	16.1	24.8	73.9	131.0	234.4	137.5	151.5	109.9	240.8	225.3	188.7	1119.5	1388.9
Wells.....	8.4	27.8	44.5	42.0	103.3	81.3	95.9	140.5	142.8	149.6	120.1	738.5	833.8
Skinner.....	27.2	87.0	105.7	155.8	375.7	127.9	81.0	147.2	191.6	136.2	115.8	799.7	1175.4
Cottage Grove.....	18.3	48.3	82.0	71.0	220.6	110.0	97.9	125.6	101.1	122.1	88.7	705.4	926.0
Holstein.....	8.7	8.6	17.3	43.9	70.5	74.5	63.1	82.3	100.3	117.4	57.4	495.0	693.9
Dore.....	0.0	4.3	2.7	3.5	10.5	5.9	5.3	4.6	7.4	8.4	11.0	42.6	53.1
Hayes.....	19.3	16.7	45.3	68.2	149.5	130.9	87.9	190.6	177.9	276.3	155.1	1019.2	1268.7
Carpenter.....	0.0	15.5	33.0	58.7	107.2	88.5	86.9	147.9	139.7	170.3	101.9	769.2	866.4
Clarke.....	21.3	43.7	53.4	86.6	205.0	110.0	68.7	73.4	129.6	141.3	98.6	621.6	826.6
Pearson Street Primary.....	0.0	0.0	0.0	0.0	0.0	18.6	21.4	27.4	50.6	52.3	97.2	207.5	294.0
Elizabeth Street Primary.....	0.0	0.0	0.0	0.0	0.0	45.3	50.3	83.0	131.8	92.8	91.9	495.1	495.1
Rolling Mill Primary.....	0.0	1.5	11.5	14.0	27.0	90.3	52.3	63.0	79.9	95.9	60.4	441.8	441.8
Walsh Street Primary.....	0.0	2.7	8.9	10.7	22.3	15.9	16.3	26.9	18.0	24.6	53.7	155.4	182.4
De Koven Street Primary.....	0.0	0.0	0.0	0.0	0.0	31.3	35.5	68.5	101.3	152.2	100.2	489.0	511.3
Elm Street Primary.....	0.0	0.0	0.0	0.0	0.0	68.2	59.2	67.9	100.6	169.9	187.3	457.8	457.8
Wentworth Avenue Primary.....	0.0	0.0	0.0	0.0	0.0	61.7	53.1	64.1	100.0	130.1	115.4	524.4	524.4
North Branch Primary.....	0.0	0.0	0.0	0.0	0.0	8.4	33.9	38.5	65.7	55.2	47.2	248.9	248.9
Blue Island Avenue Primary.....	0.0	0.0	0.3	4.3	4.6	5.4	5.0	8.1	4.5	13.5	3.7	40.2	44.8
Total.....	327.8	691.0	1232.1	1617.8	3571.7	2330.5	2079.1	2781.5	3594.2	3674.9	3302.8	17753.0	21634.7

TABLE No. VI.  
PROMOTIONS DURING SCHOOL YEAR ENDING JULY 3, 1864.

Schools.	First Grade to High School.	Second Grade to First Grade.	Third Grade to Second Grade.	Fourth Grade to Third Grade.	Fifth Grade to Fourth Grade.	Sixth Grade to Fifth Grade.	Seventh Grade to Sixth Grade.	Eighth Grade to Seventh Grade.	Ninth Grade to Eighth Grade.	Tenth Grade to Ninth Grade.	Total Number of Promotions.
Dearborn .....	14	11	14	11	48	59	88	511	133	138	629
Jones .....	13	20	20	55	48	129	238	256	304	304	1317
Common .....	10	37	36	55	51	138	117	152	134	177	865
Kinzie .....	13	35	49	45	46	121	114	171	221	256	1184
Franklin .....	24	88	52	81	68	121	187	171	168	226	1184
Washington .....	9	15	18	32	72	35	134	151	231	174	871
Moseley .....	15	32	0	0	0	59	118	155	108	128	777
Brown .....	30	27	22	05	108	167	69	112	122	86	702
Foster .....	20	35	62	73	114	187	167	180	211	93	1142
Ogden .....	11	34	59	59	63	78	94	71	101	74	650
Newberry .....	28	54	51	103	153	140	245	366	398	344	1810
Wells .....	12	28	17	27	54	67	141	187	220	211	993
Skinner .....	25	28	38	48	78	107	139	160	211	152	965
Haven .....	18	32	55	63	69	174	174	127	145	164	954
Cottage Grove .....	16	16	42	23	76	53	93	110	149	89	624
Holden .....	5	8	7	37	49	66	95	112	171	239	781
Holstein .....	0	0	0	1	7	8	5	4	10	12	35
Dore .....	15	15	28	42	83	98	174	203	235	304	1150
Carpenter .....	0	9	15	59	130	71	91	128	237	116	846
Hayes .....	19	36	46	45	149	120	114	84	107	86	806
Clarke .....	0	2	7	0	19	31	32	66	100	100	308
Pearson Street Primary .....	0	0	0	0	46	70	73	120	121	120	350
Elizabeth Street Primary .....	0	0	0	0	45	107	107	92	103	85	350
Rolling Mill Primary .....	0	0	12	8	11	2	22	57	37	64	199
Walsh Street Primary .....	0	7	5	0	22	29	57	65	93	64	210
Dekoven Street Primary .....	0	0	0	0	0	0	0	43	176	163	484
Elm Street Primary .....	0	0	0	0	0	0	0	41	125	168	636
Wentworth Avenue Primary .....	0	0	0	0	42	57	89	115	148	125	505
North Branch Primary .....	0	0	0	0	39	64	47	82	188	92	359
Blue Island Avenue Primary .....	0	0	13	0	3	44	40	92	7	20	77
Total .....	303	553	677	996	1846	2161	3084	3754	4785	4385	22474

TABLE NO. VII.

SCHOOLS.	No. of Different Pupils Enrolled after deducting those received from other Public Schools.	No. of Pupils born in United States.	No. of Pupils of Foreign Birth.	Average No. Belonging for the year.	Average Daily Attendance for the year.	Per cent. of Attendance on Average.	No. of Pupils who have not lost their Membership during the year.	No. of Pupils who have been Tardy during the year.	No. of Pupils who have not been Tardy during the year.	No. of Pupils who have been Members of the School less than four consecutive weeks.	Whole No. of Readmissions during the year.	No. of Suspensions for Irregularity of Attendance.	No. Special Suspensions for Misconduct.
High.....	544	512	32	445.6	430.4	96.6	335	15	104	286	62	0	1
Dearborn.....	1001	945	56	629.5	629.7	95.9	193	15	193	286	62	0	1
Jones.....	1381	1394	187	926.8	926.4	97.1	321	45	321	377	68	0	1
Scammon.....	1581	1419	162	1078.8	1061.9	98.4	440	90	440	475	97	0	1
Kinzie.....	1669	1437	232	1108.4	1060.9	95.7	439	90	439	379	140	0	1
Franklin.....	1717	1404	313	1210.5	1180.6	98.7	434	81	434	542	61	0	1
Washington.....	1505	1229	276	1017.4	977.6	96.1	522	31	522	278	64	0	1
Moseley.....	1473	1351	122	1003.4	964.1	96.1	352	27	352	498	75	0	1
Brown.....	1065	1032	33	745.2	716.9	96.2	375	39	375	516	83	0	1
*Foster.....	1693	1657	336	1231.1	1207.2	98.1	497	14	497	87	15	0	1
Ogden.....	876	812	64	647.3	621.2	96.0	303	16	303	241	258	0	1
Newberry.....	2401	1967	434	1443.1	1388.9	96.2	415	67	415	153	941	0	1
Wells.....	1222	946	276	863.8	833.8	96.5	336	31	336	50	443	0	1
Skinner.....	1728	1591	137	1244.4	1175.5	95.2	400	43	400	707	232	0	1
Haven.....	1452	1285	167	961.2	926.0	96.3	245	35	245	86	450	0	1
Cottage Grove.....	1052	950	102	728.2	693.9	95.3	301	20	301	13	369	0	1
Holstein.....	1259	1075	184	766.8	710.3	93.4	149	12	149	133	1001	0	1
Dore.....	85	75	10	55.1	53.1	96.4	16	3	16	4	33	0	1
Carpenter.....	1893	1548	345	1197.6	1168.7	97.6	341	73	341	158	872	0	1
Hayes.....	1340	1057	283	923.5	866.4	97.1	436	34	436	29	397	0	1
*Clarke.....	1242	1133	109	864.7	826.6	95.6	329	38	329	56	390	0	1
Pearson Street Primary.....	540	411	129	397.4	294.0	98.6	201	8	201	37	172	0	1
Elizabeth Street Primary.....	767	593	174	502.1	441.8	96.2	163	14	163	56	262	0	1
Rolling Mill Primary.....	691	598	93	459.2	445.1	96.2	201	10	201	39	181	0	1
Walsh Street Primary.....	333	289	44	188.9	182.4	96.6	50	9	50	23	111	0	1
Dekoven Street Primary.....	991	654	337	525.5	511.3	97.3	129	24	129	75	422	0	1
Elm Street Primary.....	850	550	300	467.8	457.8	97.9	111	14	111	30	257	0	1
North Branch Avenue Primary.....	907	754	153	533.0	514.4	95.4	151	19	151	43	386	0	1
Wentworth Avenue Primary.....	226	163	63	257.2	248.9	95.8	181	10	181	42	166	0	1
Blue Island Avenue Primary.....	78	49	29	46.8	44.8	95.7	6	0	6	18	50	0	1
Total.....	34740	29467	5273	2237.6	2204.7	96.6	8427	963	3677	2026	11753	2836	360

\* Opened January 18.

† Opened January 4.

## PUPILS DISTINGUISHED FOR PUNCTUALITY.

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### PUPILS NOT ABSENT NOR TARDY.

*High School*—John B. Adams, George Babbitt, Ida A. Barned, Mary E. Beebe, William S. Belfield, Addie L. Best, Charles L. Bingham, James A. Blair, Thomas A. Blair, Charles F. Bradley, Frank A. Bradley, Fannie M. Bull, Agnes Burgess, Augustus L. Chatterton, Ella Cole, John Collins, Maggie Cossitt, Minnie Cruikshank, Ella Crumbaugh, Frederic Crumbaugh, Fred DeGolyer, Ella A. Dewey, Sarah A. Downs, J. Hamilton Farrar, Fannie E. Fennimore, Henry B. Ford, Frank N. Gage, Rowland T. Goode, Emma L. Hand, Kitty Hanrahan, Arnold N. Heap, Alice Hill, Jeannette Hinchliffe, Helen L. Holden, Mary Holmes, Brainard Honsinger, Carrie Hull, Frank W. Hurd, Emma J. Jenness, Ella Jones, David J. Kennedy, Rockwell King, Francis B. Law, Victor F. Lawson, Anna Leadley, Fannie W. Lewis, Robert D. Lewis, John P. Lenox, Addie Marchant, Richard A. Matthews, Sarah McEvoy, Georgianna McGee, Anlisa McGovern, Amanda McGraw, Mavilla McMillan, Lizzie Mooney, Ella Moore, Annie A. Nash, John E. O'Brien, Jennie O'Hara, Normand S. Patton, Henry A. Philips, Fannie A. Pratt, Lewis F. Reid, Myron H. Riddell, Mary J. Scoville, Frank Seifried, Louis W. Shaw, Julia Shaw, Frances Shipman, Edward L. Stahl, Frank K. Stevens, Jennie Spratt, Frank Sturtevant, Charles W. Turner, Ella B. Turner, Annie M. Tustin, Lizzie Tustin, Mena

C. Wehrli, Abbie G. Wells, Ella A. White, Eugene Whitney, Emeline A. Wilce, B. Frank Wood — 85.

*Dearborn School* — Emma Boomer, Wallace L. DeWolf, John Fish, Walter Gerould, George Groll, Joseph Kohout, Jennie Reynolds, Bridget Sullivan, George Wendel — 9.

*Jones School* — Emma Arguitt, Edward Arguitt, Frederic Atkinson, Louisa Bischoff, Henry Bartels, Augustus Constantine, Charles Carber, Carrie Cook, Rosa Cone, Lizzie Davis, Emma Earnshaw, Louisa Fisher, Charles L. Hutchinson, Robert Hammond, Charles Householder, John Horlacher, Louis Horlacher, Mary Humphrey, Rebecca Hodges, Douglass King, George P. Law, Prentiss E. Law, Sidney L. Law, Albert Law, Arthur Law, Annie E. Law, Nancy J. Lewis, Louis Letterman, Frederic Leonhardt, Edward H. Lee, Emma Mittman, William Mittman, Albert McIntosh, Georgianna A. Mead, Augustus R. Ribolla, Charlotte M. Ribolla, Stephen Ribolla, Edward Smith, Emma Smith, Hannah Schiff, Adelaide Stoddard, Francis Semrodt, John Semrodt, Alice Williams, Henry Zahn — 45.

*Scammon School* — Charles Andrews, Mary Allison, Malvina Ayres, Mary Anderson, Harry Benduhn, William Ball, Albion Blazey, Lena Buechel, Nellie Barry, Amelia Brown, Ella Bixby, Lucy Brabon, Mary Clydesdell, Ida Clydesdell, Katie Campbell, Walter Downs, Charles Dempster, Emily Dempster, Etta B. Downs, Augusta Downs, Willie Edwards, Fannie Friedman, Jessie Fox, Leander Goodsell, Frederick Gray, Carrie Guinther, Bertha Giesenschlag, Sarah Green, Susie Green, Ida Haines, Katie Hummelshein, Alice Holland, Charles Jackson, Emma Jones, Matilda Jaeger, Kate Keller, Ann Krauspe, Amelia Lane, Hattie Livingood, Rosa Lebolt, Mary E. Law, Frank Manahan, John Mueller, George Miller, Gustave Maisch, Albert Magnus, John McGowan, Robert Mason, Susan I. Musgrove, Laura McGovern, Emma McGovern, Minerva Moore, Eliza Moore, Alice Miller, Charles Parker, Samuel Prince, Susan Peterkin, Emily Powney, Ebbert Russell, Frank Reed, Andrew Sheriffs, Edward Sturte-

vant, Edward Smith, Peter Switzer, Oliver Sharper, Henry Stevens, William Schumaker, Henry Swissler, Frank Smith, Julius Schafer, Henry K. Strehl, Fannie Schenkowitz, Augusta Schenkowitz, Adeline Schenkowitz, Sarah Stell, Emma Steinweg, Anna Sherman, Delia Shepherd, William H. Vaux, Harriet Van Buskirk, Stella Van Buskirk, Lizzie Veazey, Frank Whitney, Fannie Whitney, Olive White, Fannie Wert, Minnie Wert, Julia Walsh, Mary Woods, Lizzie Youdale — 90.

*Kinzie School* — Rosa Bross, Anna Dobson, Lena Emde, Robert Ennis, Christina Falcher, Katie Gesselbracht, Henry Gesselbracht, William Gesselbracht, Charles Granger, Frank S. Granger, Bennie Herman, Louisa Herringer, Gilbert Jones, James King, Lizzie Murphy, Edward Mackin, Albert Portman, Edward Portman, Michael Quinn — 19.

*Franklin School* — Willie Adams, Charles Breytzpraak, Lizzie Beebe, Arthur Brink, Hannah Cawthorne, Mary Curle, Lizzie Coffee, Hannah Conway Patrick Clifford, Abbie Cannon, Robert Cole, Stephen Clark, Lizzie Dunn, James Donegan, Maggie Donegan, Fortunate Delmarle, Minnie Eliel, Emma Ehrhardt, Alexander Elder, Annie Finkler, William Fomhof, Matilda Gerlach, Peter Gibbons, Annie Grant, John Glockler, George Glockler, Carrie Harms, Henrietta Harms, Fletcher Hall, Minnie Hicks, Josephine Haas, Pauline Henne, Emily Herbster, Lizzie Hayde, Emil Hemtienne, Fred Herman, Annie Jevne, Herman Kroeschell, Katie Kennedy, Fred Kressmann, Mary Klever, John Liston, Robert Liston, Rose Lane, Edward Lawler, Francis McDonnell, Edward McDonnell, James McComb, Ollifine Melkild, Katie Nilen, Mary O'Brien, Christina Peattie, Rosa Pflieger, Mollie Pittar, Maria Pittar, Alice Porter, Emil Rudolph, Franklin Rudolph, Bertha Rudolph, Mary Rehille, Albert Rehille, Joseph Rechter, Annie Robinson, Walter Riedel, Rudolph Rouser, Richard Schoenbeck, Louisa Schroeder, Ida Schwartz, Emma Schwartz, Augusta Splinter, Emma Stien, Charles Schween, Fremont Sundell, Reinhold Sundermann, James Sullivan, Robert Sullivan, Annie Strautz, Caroline Strautz, Albert Trick, Louisa Teare, Mary Vaughn — 81.

*Washington School*—Albert Andres, Mary Beringsen, Maggie Bates, Emma Chapman, Freddie Franks, Alice Gurney, Fred Gurney, John Hanson, Emma Helgersen, Emma Haines, Lena Johnson, Antoine Jaekell, Emma Jaekell, John Lyons, Charlotte Manly, Emma Marks, George McLean, Pauline Niederhofer, Augusta Olson, Bertina Olson, Andrew Olson, Lucy Orcutt, Lizzie Price, Mary Perll, Ella Rolf, Purdy Stow, Robert Sherrard, Martha Simonds, Thomas Thompson, Emma Tustin, Alexander Watson—31.

*Moseley School*—Willie Boyce, Charles Chaddick, Minnie Fair, Lizzie Flemming, Willie Garnett, Willie Hall, Luella Heinworth, George Kirchwery, George Miller, Katie Miller, Daniel More, French Moore, Willie Nye, Charles Peterson, Oscar Peterson, Lizzie Pfander, Willie Pitt, Jennie Roberts, Jessie Roberts, Isaac Roar, Betsey Randall, Henry Stross, John Soams, Flora Taylor, Ida Wilcox, Arthur Woodruff—26.

*Brown School*—Annie Appleby, Willie Brachvogel, John Brougham, Edgar Colburn, Jennie Chambers, Elizabeth Cammock, Jessie Gardner, Rodney Granger, Henry Ghislin, Willie Griswold, Thomas Goodman, Albert Hellman, Ollie Hoadley, John Jackson, Nellie Kimball, Florence Kinsey, Dora Morgan, Louisa Morehouse, Robert McEwan, Hattie Peck, Charlie Peck, Morris Poucher, Mary Rankin, Minnie Southgate, Kate Sedgwick, Lizzie Shoemaker, John Stone, Robert Stewart, John Stewart, Minnie Stewart, Belle Thompson, Minnie Tiffany, Mary Treleaven, Mary Willard, Jessie Wood, Kittie Wood, George Wood, Willie Wilmarth, James Warrington—39.

*Foster School*—Sophia Alt, Paulina Alt, Amelia Bernhardt, Annie Bremner, Nellie Bremner, Angie Bragg, Lucy Broadway, Daniel Broadway, Albert Broadway, Joseph Binar, Mary Binar, Victor Bolon, Carrie Bragg, Lucy Bontell, Minnie Christian, Rosa Cihler, Maggie Conlisk, Henry Colvin, Mary Connors, John Colling, John Conrad, Henry Crawford, Annie Cabish, John Dombush, Frank Druher, Walter Dingman, Gertrude English, Susie Ernst, Addie Fennimore, Mary

Fishman, Charlotte Gunton, Nellie Giffney, George Greebert, Frebonia Gotfried, Ida Gotfried, John Hofbauer, John Hale, Mary Harris, George Handtmann, Fred. Handtmann, Sophia Huth, Alice Heartt, Christina Hosfeldt, Mary Johnson, William King, Henry Kerber, Annie Kelly, Lewis Klipfel, Mary Kaiser, Lena Knapp, Hannah Laughlin, Joseph Leavley, John Laul, William Linden, Philip Levison, Willie Matthews, Hattie Muirhead, John Mahoney, Mary Moran, John McClune, Annie McNeill, Henry Meyers, John Morava, Mary Marche, John Mein, Christian Mein, Mary Martin, Frank Nehrat, Frank Nicholbine, Mary O'Connor, Michael O'Connor, Mary O'Moser, Delia Pilgrim, Mary Parker, Lillie Paulk, Henry Paschen, Willie Pope, Leroy Pringle, Henry Rahmanop, Mary Roberts, Cornelius Ryan, Hannah Roberts, Daniel Robertson, John Rapp, Paulina Rommeiss, Ella Ryan, George Rheingruber, Joseph Strickland, Robert Strickland, William Strickland, Fred Schoeppe, Lucy Spooner, Annie Schwachtgen, Charles Sullivan, Vincent Schirer, Frank Schobi, Joseph Schobi, Mary Sonlider, Fred. Schall, Herman Schlause, Minnie Stoffereu, Arthur Thompson, Bayard Taylor, Hugo Thiely, Mary Vaanck, Julia Warner, Prudy Winkelman, Bertha Winkelman, Mary Wanos, Henry Willard, William Walters, John Winonz, John Wagner, Emma Werner — 114.

*Ogden School*—Frederick Baker, William A. Dougall, Joseph Fitch, Fred Fischer, Arthur Hugunin, Hans C. Hanson, Adolph Kries, Gustav Kries, Henry Mühlke, Eliza Martin, Fred Schmidt, Thomas Sullivan, Jacob Turnes, William Tholl, Robert Watt, Ida West, Josephine Waldhauser — 17.

*Newberry School*—Florence Andrews, Charles Apfel, Emma Apfel, Kate Benner, Eugene Bertram, James Board, William Clayton, Charles Coates, Norah Crowley, Mina Dressen, Emily Ebener, Ida Fenier, Adella Fosket, Mary Fredericks, Sarah Gage, Louis Getz, James Hutchins, Sabina Johnson, Emiel Keeler, William Kemper, Annie Kemper, Lizzie Kraber, Louise Kraber, John Ladd, Louis Lamotte, August Lao, Mary Leiferman, Sophia Lentz, William McIlvaine, Lena McKay, Louis Mealand, Mena Mehlhorn, Amelia



Merki, Harry Merrill, August Miller, Lawrence Miller, William Miller, Lizzie Mullens, Augusta Peters, Lena Peters, William Pultz, Amelia Quicker, Rosa Reinwald, William Robinson, Louise Schick, Frederika Schovisson, Peter Schreiber, Louis Schumacher, Henry Seaman, William Thilo, Emiel Varien, Bertha Wagner, Clara Whittemore — 53.

*Wells School*—Oscar Affeld, Hugo Busing, Mary Busing, Lydia Clamma, Edward A. Dicker, Fanny Drakeman, George Ertz, Louisa Fischer, Charles Gastfield, Rosa Hurlburt, John Hochlander, Fanny Kirkpatrick, Victor Keil, Rosa Klar, Annah Koch, Joseph Mohr, Janette McWade, Charles Nelson, Matilda Ortman, Ferdinand Pittock, Laura Pittock, Frank Schumaker, Adolph Skliba, Charles Thayer, Thomas Tighe, Thomas Towsing, John Walthers, Louis Wink, Lottie Wilson, Sophia Zincke, Rosa Zincke — 31.

*Skinner School*—Nellie Ashworth, Clara Baker, Thomas Blayney, Carrie Brickley, Hattie Besley, Minnie Brennard, Nellie Cruikshank, Lottie Cruikshank, Charles Dickinson, Anna Dunton, Horace Douglas, Josiah Fieldhouse, May French, Horace Foss, Frank Fisk, William Gleason, Fanny Goodspeed, Carrie Hurd, Louis Heintz, George Leslie, Stephen Maynard, George Macy, George Morris, Charles Osgood, William Osgood, Thomas Plunkett, Hattie Price, Mary Reid, Minnie Ronda, Arthur Roberts, Cynthia Reed, Fred Scofield, Julius Sonne, Minnie Sonne, Alexander Schlosser, John Stanton, Nettie Telford, James Vaughan, Duke Waller — 39.

*Haven School*—John F. Bigelow, J. Henry Brooks, Mary Brennan, Annie Busby, Emma Busby, Albert P. Green, Matilda Geary, Arabella L. Graves, William D. Holton, George Hurn, Martha Hurn, Charles Jubitz, Fanny King, William H. McDowell, George Miller, Emma Murphy, Mary E. Parker, Carrie Pahlman, William Ramm, John Reddy, Benedict Roop, Hattie R. Taylor, Frank C. Vierling, Louis C. Vierling, George H. Wilson, Matilda Watson, Anna Watkins. — 27.

*Cottage Grove School*—Elbert Besley, Joseph Bettles, Edgar C. Chapman, Elizabeth M. Cleaver, Mary Cornwell, Henry W. Fawcett, John Griffiths, Donald Hinckley, Edward Jourdan, Ettie E. Jones, Otelia Lager, Jennie E. A. Miller, Alice A. Newlove, Ernestine Orriny, James H. Pendry, Mary Reis, Fannie E. Roy, George E. Whedon — 18.

*Holden School*—Maggie Bonfield, Frederic Carl, Elizabeth Edgar, Fillmore Fuller, Michael Hickey, William Jones, Frank Kearsley, Walter Kearsley, Eddie Murphy, Ida Piper — 10.

*Holstein School*—John Crown, Mary Moloney, Jennie Shanley — 3.

*Dore School*—Lindon Bates, John Batchen, Henry Bergh, Mary Baylor, Mary C. Bates, Martha Barrow, Susie Corbett, Mary Delany, Jane Deroo, Katie Deroo, Lizzie Fink, Kittie Glenn, Anna Glenn, Edward C. Hudson, Henry Holverschied, Frederic Hahn, Charles Haisman, Albert Hess, Mary Hannan, Henry Johnson, William Knoch, Annie Kilie, Ellen Kilie, Lizzie Loomis, Louis Mann, Thomas Menton, Otilie Mohns, Anna McCammon, Mary Morgan, David Pigott, Volney B. Richardson, Otto Ruthenberg, Eliza J. Ransom, George St. John, Ella Slosson, Lucy Stahl, Frank Stahl, Elizabeth Scanlan, Mary Trinkla, Emma Zimmerman — 40.

*Carpenter School*—John Barnett, John Beuhler, Thomas Cordtz, John Drysdale, Minnie Dornbush, Herman Engles, Augusta Eberling, Rosa Eberling, William Flynn, Annie Flynn, Charles Gegenheimer, Nellie Goodrich, Sophia Grotman, Willie Holmes, Frances Hutenger, Sarah Jardine, Frances Kuna, Henry Larson, Joseph Lawson, Joseph Mauritzon, Robert Maska, Jennie Mitchell, Adolph Owens, Alfred Oleson, Mary Oleson, Ida Pyatt, Emil Prosch, Michael Patt, Maggie Ruf, August Schutte, Julia Tuneen, Kittie Walther, William Walther, Fred Walther — 34.

*Hayes School*—Mattie C. Anderson, Carrie M. Batchelder, Lizzie Barrows, Jennie M. Blaxius, James Carney, Mary

Carney, Anna J. Caldwell, Addie Crane, Julia Carpenter, Richard F. Davis, Charles Fobes, Rowena Fobes, Harry F. Glazier, Julia Lanterman, Mary Miller, Ezra Pratt, Lizzie Pelgrim, Darley Randall, Addie Randall, Clarence L. Reid, Otto Reiwald, Hattie A. Ranney, Adelia Robinson, Eleanor Robinson, Irwin Sherman, Edwin D. Smith, Ida Sinclair, John C. Wilson, Maria Wheaton, Cora Wheeler, Maggie E. Woods — 31.

*Clarke School*—Mary W. Couch, William Didley, Fred Kuhne, Adelbert H. Pierce, Augusta Roady, Adeline Stickler, Annie Schumacher, Edward Webber — 8.

*Pearson St. Primary School*—Edward Burnhardt, Richard Benson, Lawrence Colford, Joseph Colford, Katie Donagan, Henry Ebert, Max Frauenholz, Anna Frauenholz, Nellie Finan, Katie Gibbons, Nellie Green, Thomas Hanton, Carrie Johnson, Willie Lewis, Lena Lawrence, William McComb, David McComb, Andrew Olson, Anna Olson, Victor Sadler, Mary Sutter, Carrie Schroeder, Hannah Vaughan, Mary Williams, Gustaves Zeller — 25.

*Elizabeth St. Primary School*—Ada Bovee, Hattie Dean, Annie Goller, Susie Hinchliffe, Moses Haber, Arthur Heper, Mary Jones, Willie Meineke, Addie Speight, Annie Stump — 10.

*Rolling Mill Primary School*—Mary Chapman, Katie Donovan, Fred Meads, Jenny Meads, Nellie Page, Edward Pahler — 6.

*Walsh St. Primary School*—Rose Dobson, Paul Easterday, Mary Freiday, John Groth, Joseph Honnisch, Mary Hyack, William Hine, Frank Joseph, George Jagers, Henry Newmann, John Nutall, Fredrica Pacius, Samuel Rider, Louisa Smith, Stephanie Smith, Lucy Westphal, Matilda Westphal — 17.

*DeKoven St. Primary School*—Emma Beutler, Georgie Chizkoski, Frank Emmons, Annie Gusto, Maggie Guthrie, Annie Klean, Barbara Lamb, Frank Lundak, Louis Mack,

Michael O'Conner, Frederick Porter, Maggie Prindiville, Willie Price, Celia Smollett, Charles F. Williams — 15.

*Elm St. Primary School*— Albert Adams, Arthur Chambers, John Foster, Thomas Graves, Warren C. Gardiner, Albert Jancovious, Mena Johnson, Emma Long, Mary Moesar, Elizabeth Prader, Franklin Patten, Emil Rosenberger, John Schmidt, Mary Voss — 14.

*Wentworth Av. Primary School*— Peter Burke, Willie Baker, Annie Blid, Charles Coleman, Frank Ennright, Richard Erhardt, Fritz Hennige, Lizzie Hennige, Katie Irwin, Fred Ludlow, John McNemere, Katie Mangan, Julia McGinnis, Roger O'Holleran, Dora Pfander, Joseph Rofinot, Dilmore Rosenthal, Augustus Stephens, Frank Wellar — 19.

*North Branch Primary School*— Paulina Bextine, James Billings, Emma Butzow, Matilda Bntzow, Bridget Cone, Charles Gerbing, Harry Stephenson — 7.

#### PUPILS NOT ABSENT.

*High School*— Cretoria C. Ackley, Charles E. Aiken, Cornelia B. Anderson, Samuel M. Booth, May Day, Della Dimock, Florence M. Estey, Flora M. Estey, Mary E. Gillespie, Edith Hugunin, John Kidston, Thomas C. McMillan, Emily S. Merriman, George R. Nichols, James W. Richards, Charles E. Smith, Louise Starret, Fred Ward, Lydia N. Wells, Willie Wells — 20.

*Dearborn School*— William Battis, Reynold Boomer, Mary McDonald, Mary May, Emma Williams, Robert War-  
ing — 6.

*Jones School*— Michael J. Corrigan, Henry C. Combs, Robert Crawford, Porter Dawson, Amelia G. Goins, Darmella Garnett, Annette J. Laney, Laura Lewis, Ella Pleasant, Mary A. Robinson, Henry Slunt, Charles H. Southard — 12.

*Scammon School*—Mark M. Barnes, Martha Bautz, Henry Coglan, Katie Coglan, John Cook, Frank Cooley, Thomas Coyle, Jane C. Campbell, Mary Campbell, William Dawson, Samuel Elzas, Henry Foster, Willie Furst, Sarah Frank, Lizzie Furze, Albert Gutsch, Louis Gutch, Willie George, William Grace, Carrie Gable, Chester Hoisington, William Hoisington, Frank Howes, Pearl Harmount, Clara Hainsworth, Carrie Helmling, Lucy Hagerman, Emma Hauseman, Hattie Howard, Alexander Justle, Gustave Koch, Eva Kaler, Frank Kusousky, Adolph Lichstein, Henry Metzgar, Robert Moore, George Moran, Isaac New, James O'Connell, Julius Otto, Sophia E. Orb, Alexander Peterkin, Martin Peterman, Willie Prim, Louisa Parkinson, Austin Reid, Willie Spafford, Carrie Smith, Lucy Sullivan, Robert Thomas, Carrie Tuckhorn, Sarah Tucker, Emma Tucker, Harvey Wilce, George Walz, Alfred Wormsley, Dora Winderguth, Jeannette Warner, Charles Yeo — 59.

*Kinzie School*—Carrie Charleston, Johanna Cordes, Nettie Davis, Robert Herringer, Simon Herman, Thomas Lyons, Charles Lindner, Robert Milne, Anna Raltner, Ada Shipman, Louisa Schockart, James Thompson, Arthur Ulendoff, Robert White, William Wade, William Zurburg — 16.

*Franklin School*—Joseph Brenner, Henry Baer, Julius Burmeister, George Brenner, John Breytzpraak, Mary Bushnahan, John Casey, Amanda Carpenter, Herman Devermann, Joseph Dunn, Katie Dalton, Charles Eickenburg, Gustave Fuenfle, Annie Fleck, Eddie Flynte, Lizzie Flynte, Mary Forble, Leon Helmond, Willie Haas, Willie Huggett, Sophia Handforth, Fritz Johnson, Annie Krille, David Kelly, Katie Kasper, John Kennedy, Lizzie Koretko, Carrie Lamperts, Cora Matthews, John Matthews, Ida McLane, Fritz Michel, Belle Rounsaville, Adolph Sickie, Louis Schwartz, Henry Schroeder, Mary Teare, George Thompson, Robert Williams — 39.

*Washington School*—Rebecca Baggerson, Anna Bankson, Fritz Christiansen, Edward Coulson, Coniklyn Frazier,

Celia Fallon, John Gantley, Lena Hoffman, Frank Kilcrane, Dora Laing, Hattie Laing, Donald Muir, Maggie Morell, Sarah Morell, Katie Marks, Ole Olson, Annie Olson, Nellie Purcell, Nicholas Quirk, Martha Robinson, Christina Russell, George Schreiber — 22.

*Moseley School* — Thomas Bardell, Thomas Donahue, Charles Mulliner, Inez Park, Maria Rien, Edgar Rose, Lottie Sargent, Philip Sherbose, Sophie Sherbose, Rachel Vogel, Charles White — 11.

*Brown School* — Lena Brachvogel, Martha Bell, Bradley Bates, William Babbitt, James Dinnen, Grace Griswold, Charles Hills, Ozias Hatch, Minnie Lovi, Frank Lombard, Arthur Merriam, Lavinia McIntosh, Mary Quirk, Fred Shambeck, Willie Seigert, James Wainwright, Christina York, Annie York — 18.

*Foster School* — Louis Belisle, William Conrad, Ella Cornell, Charles Dagget, Matthew Fretcher, Effie Lalande, Minnie Ledden, Louisa Lilianthal, George Lehman, John McLinden, Edwin McLinden, Fred. Pacius, Maria Platt, Alice Porter, Richard Parry, John Pope, Mary Pullen, Robert Quinlan, Lillie Riching, Louis Sharp, George Sunlight, William Schubert, George Smith, John Smith, Jennie Strickland, Adam Stofferen, Thomas Turpin, Ceylon Taylor, Willie Thompson, George Webb, George Waterman — 31.

*Ogden School* — Charles McDonald, Annie Schaub — 2.

*Newberry School* — Henry Bettcher, Frederick Cobb, Annie Dressen, Bertha Eliel, Emma Erb, Mary Hegner, Robert Mamrew, Phebe Seaman, Albert Stupe, Otto Stupe, William Suter, August Uhlrich, Louise Wadington, Frederick Walpole — 14.

*Wells School* — Freddie Beygah, Christian Felc, Matthias Felz, Anna Geiser, Arthur Haymes, Albert Large, Augusta Ladendorf, Frank Perkins, Walham Wahlman — 9.

*Skinner School*—Charles Beers, Elva Clay, Henry Dob, George Deitz, Fanny Dickenson, Lillie Friend, George Goodspeed, Francis Mitchell, Emma Mehring — 9.

*Haven School*—William S. Booth, John Hartney, William G. McDougall, Frederic Neil, Lydia Roop, Emma Winning — 6.

*Cottage Grove School*—Andrew Aarhaus, Clarence G. Bogart, Walter R. Baker, Bernhard Bauman, James C. Chadwick, Charles B. Davis, Annie L. Hill, Rosalie M. Hill, George F. Hoffman, Carrie I. Tucker, Albert Wilkie — 11.

*Holden School*—Hermann Brennetts, Maggie McCarthy — 2.

*Dore School*—Matilda Bloom, Mary Buckley, Katie Beadell, Charles Coombs, Edward Chambers, Albert Corbett, Edward Chalifoux, John Carraher, Margaret Cull, George Dubuque, Henry Frazer, Charles Graves, Julia Houser, Katie Harris, Adaline Klaber, John Llanio, John McNamara, William Moore, Agnes McAllister, Mary Mullins, Mary Milner, Bridget Mullins, Honora Mullins, Edward Newman, Mary Nolan, Adolph Pulver, Bertha Raphael, Olga Rutherford, John Scrivens, Rudolph Stellar, Arthur Stevenson, Clara Thompson, Hermania Venue — 33.

*Carpenter School*—George Arnold, Emma Bane, Willie Colby, Minnie Dombach, Kate Donelly, Robert Ebert, Christian Engerbertson, Herman Grupe, Willie Jurgens, Frances Kaltenbach, Willie Konichek, John Mitchell, Bennie Morrison, John Pentz, John Sanborn, Louis Svenson, Lena Thompson, Mary Wagner, Herman von Horn — 19.

*Hayes School*—Joseph R. Barnett, Ada Hutchins, John L. Lewis, James A. Lewis, William J. Manney, Allen B. Safford, Anna B. Simons — 7.

*Clarke School*—Albert Didley, Joseph Labbee, Annie Riley, William Schluter — 4.

*Pearson Street Primary School*—Mary Allen, Lizzie Beck, James Crawford, Willie Clarke, Honora Curry, John Downs, Rachel FitzPatrick, John FitzPatrick, Helen Donohue, Mary A. Goggin, John Hanifin, Peter Hanton, Robert Johnson, Leandine Johnson, Thomas Keyes, Mary Kilfoil, Richard Lappin, David McCollum, Minnie Meyer, Mary Mullen, Annie McNeamy, Willie Powers, Josephine Ryan, Mary Schiessle, Barbara Steible, Mary Vaughan, James Vaughan, Annie Vaughan, Joseph Verrow, Albert Wetzel, Anna Wartenberg — 31.

*Elizabeth St. Primary School*—Stella Harris, Willie Moss, David Price, Amelia Wolff — 4.

*Walsh St. Primary School*—George Bodus, Elizabeth Betz, Rosa Jackers, William Kaiser, Joseph Schick, Frank Schrinel, Mary Wauke — 7.

*Rolling Mill Primary School*—David Gill, Edward Olson, Albert Olson — 3.

*DeKoven St. Primary School*—Henry Clausung, John Housa, Edward Koserciuska, Edward Loesch, George Price, Joseph Russika, Joseph Stone, Joseph Skala, Annie Sinkova, Mary Zolabok — 10.

*Elm St. Primary School*—Jane Enright, Nicholas Kneer, Hugo Newberger, Charles Rosenberger, John Tuhl, Emma Wælfing, John Zansiers — 7.

*Wentworth Av. Primary School*—Willie Cooke, Henry Cambridge, William Hafner, George Justus, Willie Lender, Benjamin McClemming, Ellen McNemere, Adona Pitsch, Anna Pfander, Mary Powers — 10.

*North Branch Primary School*—Abraham Wilson, John Wilson, William Winter — 3.



## SPECIAL LIST.

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### NOT ABSENT NOR TARDY.

#### FOR FIVE CONSECUTIVE YEARS :

*Scammon School* — Adeline Schenkowitz—1.

#### FOR FOUR CONSECUTIVE YEARS :

*High School* — Frank A. Bradley, Minnie Cruikshank, Fannie E. Fennimore, Frank N. Gage, Alice Hill, Carrie Hull, Victor F. Lawson, Marilla A. McMillan, Louis Shaw, Ella A. White—10.

*Brown School* — Hattie Peck—1.

#### FOR THREE CONSECUTIVE YEARS :

*High School* — John Collins, Frederic Crumbaugh, Emma J. Jenness, Sarah McEvoy, Ella Moore, Charles W. Turner, Mena C. Wehrli, Emeline A. Wilce—8.

*Jones School* — Augustus R. Ribolla—1.

*Scammon School* — Amelia Brown, Emma Jones, Emma McGovern, Willie Schumacher, Olive White—5.

*Kinzie School* — William Gesselbracht—1.

*Franklin School* — Lizzie Dunn—1.

*Moseley School* — French Moore—1.

*Foster School* — Daniel Robertson—1.

*Skinner School*—Thomas Blayney, Hattie Price, Minnie Ronda—3.

*Haven School*—Charles Jubitz—1.

*Dore School*—Annie Kilie—1.

FOR TWO CONSECUTIVE YEARS :

*High School*—John B. Adams, Thomas A. Blair, Augustus Chatterton, Maggie Cossitt, Fred. DeGolyer, Sarah A. Downs, Arnold N. Heap, Brainard Honsinger, Ella Jones, Francis B. Law, Anlisa McGovern, Henry A. Phillips, Fannie A. Pratt, Frank Seifried, Julia Shaw, Frank Sturtevant, Ella B. Turner—17.

*Jones School*—Louisa Bischoff, John Horlacher, Charles Householder, Douglass King, Louis Letterman, Charlotte M. Ribolla—6.

*Scammon School*—Nellie Barry, Albion Blazey, Lena Buechel, Etta B. Downs, Willie Edwards, Fannie Friedman, Ann Krauspe, Amelia Lane, Frank Manahan, Laura McGovern, Julius Schafer, Fannie Schenkowitz, Henry K. Strehl, Julia Walsh, Fannie Whitney—15.

*Franklin School*—Lizzie Coffee, James Donegan, Alexander Elder, John Glockler, Carrie Harms, Henrietta Harms, Katie Kennedy, Charles Schween, Louisa Teare—9.

*Washington School*—Lucy Orcutt, Andrew Olson, Alexander Watson—3.

*Moseley School*—Willie Boyce, Lizzie Flemming, Willie Garnett, Daniel More, Betsey Randall, John Soams, Arthur Woodruff—7.

*Brown School*—Charles Peck, Minnie Southgate, Minnie Stewart, John Stewart, Belle Thompson—5.

*Foster School*—Pauline Alt, Amelia Bernhardt, Mary Connors, Addie Fennimore, Annie Kelly, Hattie Muirhead, Mary Moran, Frank Nehrath, Michael O'Connor, Cornelius Ryan, Prudy Winkelman, Bertha Winkelman—12.

*Ogden School*—Frederick Baker, Henry Mühlke, Josephine Waldhauser—3.

*Newberry School*—James Hutchins, Annie Kempet, Lizzie Kraber, Louisa Lamotte, Harry Merrill, Lawrence Miller, Lizzie Mullen—7.

*Wells School*—Joseph Mohr, Rosa Zincke—2.

*Skinner School*—Charles Dickinson, Josiah Fieldhouse, Stephen Maynard, John Walton—4.

*Haven School*—Albert P. Green, William D. Holton, Benedict Roop—3.

*Cottage Grove School*—Elbert Besley, Edgar C. Chapman, James H. Pendry, Fannie E. Roy—4.

*Holden School*—Eddie Murphy—1.

*Dore School*—Lizzie Loomis, Volney B. Richardson—2.

*Carpenter School*—Joseph Mauritzon, Alfred Oleson—2.

*Hayes School*—Anna J. Caldwell, Harry F. Glazier—2.

*Pearson Street Primary School*—Joseph Colford, Carrie Johnson, Gustavus Zeller—3.

*Elizabeth Street Primary School*—Willie Meineke—1.

*De Koven Street Primary School*—Emma Beutler, Charles F. Williams—2.

## NOT ABSENT.

## FOR FIVE CONSECUTIVE YEARS:

*High School*—Edward L. Stahl—1.

## FOR FOUR CONSECUTIVE YEARS:

*High School*—John Collins—1.

*Franklin School*—Lizzie Dunn—1.

*Haven School*—J. Henry Brooks—1.

## FOR THREE CONSECUTIVE YEARS:

*High School*—Samuel M. Booth, Arnold N. Heap, Emily S. Merriman—3.

*Jones School*—Charlotte M. Ribolla—1.

*Franklin School*—James Donegan—1.

*Skinner School*—Fannie Dickinson—1.

*Haven School*—Emma Winning—1.

*Carpenter School*—Anna J. Caldwell—1.

*Elizabeth Street Primary School*—Minnie Ronda—1.

## FOR TWO CONSECUTIVE YEARS:

*High School*—Charles E. Aiken, Cornelia B. Anderson, George Babbitt, J. Hamilton Farrar, John Kidston, James W. Richards, Abbie G. Wells—7.

*Jones School*—Michael J. Corrigan, Amelia Goins—2.

*Scammon School*—Mary Campbell, William Dawson, Frank Howes, Sarah E. Orb, Frank Reed, Austin Reid, Emma Tucker, Sarah Tucker, Dora Winderguth—9.

*Kinzie School*—Robert Ennis—1.

*Franklin School*—Patrick Clifford, Annie Grant, Katie Kasper, James McComb, Katie Nilen, Ida Schwartz—6.

*Washington School*—Coniklyn Frazier, Dora Laing, Ole Olson—3.

*Moseley School*—George Kirchwery, Edgar C. Rose—2.

*Brown School*—Anna Appleby, Martha Bell, Bradley Bates, Christina York—4.

*Foster School*—Joseph Leavley, Edwin McLinden, Jennie Strickland, Robert Strickland—4.

*Ogden School*—Fred. Schmidt—1.

*Newberry School*—Emma Apfel, William Miller, Otto Stupe, Louise Wadington—4.

*Wells School*—Charles Gastfield—1.

*Skinner School*—Henry Dob, George Goodspeed, Fannie Goodspeed—3.

*Dore School*—Mary Buckley, Anna Glenn, Agnes Macalister, Olga Rutherburg, Eliza J. Ransom, John Scrivens—6.

*Carpenter School*—John Drysdale, Frances Kaltenbach—3.

*Hayes School*—Maria Wheaton—1.

*Clarke School*—Annie Riley—1.

*Pearson Street Primary School*—Lawrence Colford, David McComb, Albert Woetzel—3.

## SCHOOL FINANCES.

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### I. SPECIAL FUNDS.

#### MOSELEY BOOK FUND.

In 1856, a fund of \$1,000 was established by the late FLAVEL MOSELEY, Esq., the interest of which is expended in purchasing text books for indigent children attending the Public Schools.

During the year 1867, a bequest of \*\$10,000, made by Mr. Moseley, less a revenue tax of \$600, was added to this fund, so that the total fund now amounts to \$10,400.

#### JONES FUND.

In 1858, WILLIAM JONES, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Jones School, in procuring text books for indigent children, books of reference, maps, globes, etc.

\* The proceeds of this bequest were invested in Ten City Bonds of \$1000 each.

## NEWBERRY FUND.

In 1862, WALTER L. NEWBERRY, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Newberry School, in procuring text books for indigent children, school apparatus, books for reference, etc.

## FOSTER MEDAL FUND.

In 1857, Dr. JOHN H. FOSTER established a fund of \$1,000, the avails of which are expended in procuring medals and other awards of merit for the most deserving pupils attending the Grammar Department of the District Schools.

*(For award of Medals for 1869 — see page 112.)*

## \* BRYANT AND STRATTON SCHOLARSHIPS.

In 1859, Messrs. BRYANT, BELL AND STRATTON donated one Life Scholarship in their Commercial College, to the most deserving pupil in Scholarship, Deportment and Attendance, in the Master's Division of each of the District Schools, annually, for the period of ten years; and two Life Scholarships to the most deserving of the graduates of the High School, annually for ten years, one of whom must be selected from the Normal Department.

*(For award of Scholarships for 1869 — see page 111.)*

\* This donation expired with the award of 1869.

## PORTER TELEGRAPH COLLEGE SCHOLARSHIPS.

In 1867, E. PAYSON PORTER, Esq., donated one Life Scholarship to the graduating class of each of the District Schools, and one Life Scholarship to the graduating class of each Department of the High School, annually for the period of ten years, to be awarded to the pupil in each class whose average for the year is the highest among those who have been neither absent nor tardy during the year.

*(For award of Scholarships for 1869 — see page 113.)*

## CARPENTER FUND.

In 1868, PHILO CARPENTER, Esq., established a fund of \$1,000, the interest of which is to be applied for the benefit of the Carpenter School, in purchasing reference books and apparatus for the School.

## HOLDEN FUND.

In 1868, C. N. HOLDEN, Esq., placed in the hands of the Secretary, One Hundred Dollars, with instructions to draw on him annually for a similar amount, until One Thousand Dollars is placed at the disposal of the Board, to be expended for the benefit of the Holden School, as follows: eight-tenths of the amount to be



used in the purchase of text books for deserving and needy children attending the school, who are not able to supply themselves; the remaining two-tenths, together with all not expended for text books for needy children, to be used in the purchase of books for prizes.

*(For award of Prizes for 1869 — see page 113.)*

#### BURR FUND.

In 1868, JONATHAN BURR, Esq., in his last Will and Testament, proven in Probate Court, February 25, 1869, after certain specific bequests to various relatives and public institutions, bequeathed one-eleventh of the balance of his property and estate to the City of Chicago, in trust, the annual income of the same to be paid over to the Board of Education, to be expended in procuring books of reference, maps, charts, illustrative apparatus, and works of taste and art; and in case the city of Chicago fails to provide the necessary text books, and slates for indigent children attending the Public Schools of the city, then the Board of Education is authorized and directed, at its discretion, to use and expend the whole or any part of said income for such purpose.

*(During the year 1869 there has been paid over to the School Agent by the Executors of the estate, an instalment of \$3,760, part of which amount has been invested in Chicago City Bonds.)*

**II. GENERAL FUNDS.****SCHOOL FUND PROPER.**

The amount of real estate now belonging to the

School Fund, within the limits of the city, is

appraised at . . . . .	* \$651,206.67
Amount of real estate outside of the city . . . . .	* 43,375.00
Money loaned — Principal . . . . .	52,040.00
Wharfing Lot Fund . . . . .	62,139.07
<hr/>	
Total School Fund, . . . . .	\$808,760.74

**SCHOOL TAX FUND.**

Amount of Two Mill Tax levied . . . . .	\$603,289.51
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**RECEIPTS.****SCHOOL FUND INCOME.**

Rents . . . . .	\$34,491.90
Interest . . . . .	11,150.57
State Dividend — Tax of 1867 . . . . .	34,618.53

**SCHOOL TAX FUND.**

Amount of Two Mill Tax of 1868, collected . . . . .	\$536,423.97
Amount of Taxes of previous years, collected . . . . .	14,947.60

**SCHOOL BONDS.**

Avails of sale of Bonds under Act March 9, 1867, \$181,711.45

\* These valuations were made in 1865, by appraisers appointed by the Common Council. Another appraisal will shortly be made, to take effect May, 1870, when they will be very materially increased. For full list of this property and estimated valuation made by the School Agent, C. C. Chase, Esq., see pages 100 to 103.

## EXPENDITURES.

The annexed table gives a detailed statement of the several items that make up the current expenditures for school purposes in each of the schools, except the Evening Schools, for the past year. The table of expenditures on account of Evening Schools will be found on page 117.

The salaries of teachers are made up for the School Year ending July 3, 1869, all of the other financial figures are for the Fiscal Year ending March 31, 1869.

TABLE SHOWING THE CURRENT EXPENDITURES FOR EACH SCHOOL, DURING THE YEAR, COST PER PUPIL FOR TUITION, ETC.

SCHOOLS.	No. of Teachers July 1, 1899.	Average No. of Pupils Belonging during the year.	Amount Paid for Tuition during the year.	Cost of Tuition per Pupil on Average No. Belonging.	Amount Paid for Fuel during the year.	Amount Paid for Cleaning and (for) Teachers and (for) Scholars during the year.	Amount Paid for Repairs, Supplies, Office and other Ex. during the year.	Total Amount paid out for the year.	Cost per Pupil on the Year.	Per cent. of Amount of School Property.	Interest on Investment, at 4 per cent. per annum, on value of school property.	Cost per Pupil.	Total Cost of Tuition, Fuel, Cleaning, Repairs, Supplies, Office and other Ex. during the year.	Total Cost of Tuition, Fuel, Cleaning, Repairs, Supplies, Office and other Ex. during the year.	Total Cost of Tuition, Fuel, Cleaning, Repairs, Supplies, Office and other Ex. during the year.	Total Cost of Tuition, Fuel, Cleaning, Repairs, Supplies, Office and other Ex. during the year.
High.....	10	445.5	\$27,720.72	\$62.24	\$1,300.44	\$1,300.44	\$1,300.44	\$1,300.44	\$62.24	4.4	\$1,300.44	\$62.24	\$1,300.44	\$1,300.44	\$1,300.44	\$1,300.44
Duaborn.....	14	630.5	11,441.14	18.14	113.74	78.74	113.74	113.74	18.14	4.4	113.74	18.14	113.74	113.74	113.74	113.74
Jones.....	23	1,020.0	13,712.20	14.02	74.74	74.74	74.74	74.74	14.02	4.4	74.74	14.02	74.74	74.74	74.74	74.74
Scammon.....	24	1,028.8	15,760.01	15.35	74.74	74.74	74.74	74.74	15.35	4.4	74.74	15.35	74.74	74.74	74.74	74.74
Kinzie.....	25	1,108.4	16,777.03	15.11	74.74	74.74	74.74	74.74	15.11	4.4	74.74	15.11	74.74	74.74	74.74	74.74
Franklin.....	25	1,310.5	17,821.35	14.77	74.74	74.74	74.74	74.74	14.77	4.4	74.74	14.77	74.74	74.74	74.74	74.74
Washington.....	25	1,017.4	14,741.16	14.50	74.74	74.74	74.74	74.74	14.50	4.4	74.74	14.50	74.74	74.74	74.74	74.74
Moseley.....	20	1,001.1	14,741.16	14.71	74.74	74.74	74.74	74.74	14.71	4.4	74.74	14.71	74.74	74.74	74.74	74.74
Brown.....	13	745.3	9,750.86	13.09	74.74	74.74	74.74	74.74	13.09	4.4	74.74	13.09	74.74	74.74	74.74	74.74
Foster.....	23	1,244.4	17,450.37	14.02	74.74	74.74	74.74	74.74	14.02	4.4	74.74	14.02	74.74	74.74	74.74	74.74
Ogden.....	23	1,047.3	16,441.95	15.64	74.74	74.74	74.74	74.74	15.64	4.4	74.74	15.64	74.74	74.74	74.74	74.74
Newberry.....	27	1,463.8	19,643.48	13.43	74.74	74.74	74.74	74.74	13.43	4.4	74.74	13.43	74.74	74.74	74.74	74.74
Wells.....	18	803.3	12,769.98	15.77	74.74	74.74	74.74	74.74	15.77	4.4	74.74	15.77	74.74	74.74	74.74	74.74
Skinner.....	24	1,244.4	18,440.75	14.81	74.74	74.74	74.74	74.74	14.81	4.4	74.74	14.81	74.74	74.74	74.74	74.74
Haven.....	18	974.2	13,634.22	14.02	74.74	74.74	74.74	74.74	14.02	4.4	74.74	14.02	74.74	74.74	74.74	74.74
Cottage Grove.....	10	728.5	11,112.48	15.26	74.74	74.74	74.74	74.74	15.26	4.4	74.74	15.26	74.74	74.74	74.74	74.74
Holstein.....	2	700.8	11,781.68	16.83	74.74	74.74	74.74	74.74	16.83	4.4	74.74	16.83	74.74	74.74	74.74	74.74
Dore.....	3	55.1	1,710.78	31.05	74.74	74.74	74.74	74.74	31.05	4.4	74.74	31.05	74.74	74.74	74.74	74.74
Carpenter.....	23	1,197.6	16,660.93	13.83	74.74	74.74	74.74	74.74	13.83	4.4	74.74	13.83	74.74	74.74	74.74	74.74
Hayes.....	19	923.5	12,442.04	13.59	74.74	74.74	74.74	74.74	13.59	4.4	74.74	13.59	74.74	74.74	74.74	74.74
Clarke.....	14	804.7	11,948.25	14.85	74.74	74.74	74.74	74.74	14.85	4.4	74.74	14.85	74.74	74.74	74.74	74.74
Parson Street Primary.....	9	502.1	5,190.54	10.34	74.74	74.74	74.74	74.74	10.34	4.4	74.74	10.34	74.74	74.74	74.74	74.74
Elizabeth Street Primary.....	9	459.2	6,490.85	14.15	74.74	74.74	74.74	74.74	14.15	4.4	74.74	14.15	74.74	74.74	74.74	74.74
Rolling Mill Primary.....	9	188.9	3,405.22	18.02	74.74	74.74	74.74	74.74	18.02	4.4	74.74	18.02	74.74	74.74	74.74	74.74
Walsh Street Primary.....	12	575.5	7,141.25	12.41	74.74	74.74	74.74	74.74	12.41	4.4	74.74	12.41	74.74	74.74	74.74	74.74
Dekoven Street Primary.....	9	407.8	5,948.77	14.59	74.74	74.74	74.74	74.74	14.59	4.4	74.74	14.59	74.74	74.74	74.74	74.74
Elm Street Primary.....	9	486.1	5,341.22	11.01	74.74	74.74	74.74	74.74	11.01	4.4	74.74	11.01	74.74	74.74	74.74	74.74
Wentworth Ave. Primary.....	12	533.0	6,013.22	11.28	74.74	74.74	74.74	74.74	11.28	4.4	74.74	11.28	74.74	74.74	74.74	74.74
North Branch Primary.....	9	257.2	3,552.08	14.20	74.74	74.74	74.74	74.74	14.20	4.4	74.74	14.20	74.74	74.74	74.74	74.74
Blue Island Ave. Primary.....	1	46.8	984.10	21.03	74.74	74.74	74.74	74.74	21.03	4.4	74.74	21.03	74.74	74.74	74.74	74.74
Total.....	479	2287.6	\$35,0515.43	\$15.35	\$285.14.97	\$24,506.93	\$43,249.17	\$44,0780.50	\$19.56	11.2	\$44,0780.50	\$19.56	\$44,0780.50	\$44,0780.50	\$44,0780.50	\$44,0780.50

\* This also includes the amount paid for rent in the several districts, where rooms have been rented for school purposes.

## PERMANENT IMPROVEMENTS,

*And other Expenditures not chargeable to Current Expenses, paid out of School Tax Fund.*

## HIGH SCHOOL :

Furniture . . . . .	\$399.70	
Balance of Contract for new Heating Apparatus . . . . .	947.37	
	<u>          </u>	\$1,347.07

## FRANKLIN SCHOOL :

Heating Apparatus for new Building . . . . .	\$9,997.50	
Furniture for new Building . . . . .	4,641.07	
Clocks and Mats for new Building . . . . .	225.90	
Estimates on Contracts for new Building . . . . .	2,978.88	
Architect's Services . . . . .	1,000.00	
Lumber for Outhouses, Sidewalks, etc. . . . .	824.80	
Painting . . . . .	222.02	
Sewers . . . . .	370.10	
Filling Lot . . . . .	776.40	
Insurance on new Building, while in course of erection . . . . .	90.00	
Lightning Rods . . . . .	159.39	
Blackboards, Speaking Tubes, Plumbing, etc., for new Building . . . . .	978.19	
	<u>          </u>	22,264.25

## MOSELEY SCHOOL :

Fitting up rooms in Basement, and changes in Outhouses . . . . .	\$1,281.80	
Sewer . . . . .	395.00	
Shade Trees . . . . .	265.00	
Filling Lot . . . . .	161.00	
	<u>          </u>	2,102.80

## OGDEN SCHOOL:

New Pump for Heating Apparatus	\$298.11	
Changes in Outbuildings . . .	<u>264.70</u>	562.81

## WELLS SCHOOL:

Sewer . . . . .	\$294.40	
Shade Trees . . . . .	199.10	
Filling Lot . . . . .	<u>60.00</u>	553.50

## HAVEN SCHOOL:

Shade Trees . . . . .		53.55
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## COTTAGE GROVE SCHOOL:

Furnaces . . . . .	\$377.50	
Ventilator . . . . .	<u>87.50</u>	465.00

## HOLDEN SCHOOL:

Heating Apparatus . . . . .	\$9,913.33	
Furniture . . . . .	1,753.01	
Blackboard surface, etc. . . . .	499.55	
Fences, Sidewalks, etc. . . . .	1,738.58	
Sewer . . . . .	108.90	
Filling Lot . . . . .	272.50	
Shade Trees . . . . .	167.00	
Insurance on Building, while in course of erection . . . . .	<u>60.00</u>	14,512.87

## DORE SCHOOL:

Concreting Basement Floor . . . . .	\$1,230.44	
Shade Trees . . . . .	<u>226.00</u>	1,456.44

*Appendix.*

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## CARPENTER SCHOOL :

Heating Apparatus . . .	\$9,913.33
Furniture . . . . .	1,654.47
Blackboard surface, Lightning Rods, etc. . . . .	470.56
Fences, Sidewalks, etc. . . .	1,001.58
Filling Lot . . . . .	1,127.14
Shade Trees . . . . .	145.35
Engraving Cut of School Building	75.00

14,387.43

## HAYES SCHOOL :

Heating Apparatus . . .	\$9,917.34
Furniture . . . . .	4,260.40
Lumber for Sidewalks, Fences, etc.	1,004.66
Extras on Carpenter's Contract .	225.60
Blackboard surface, Lightning Rods, etc. . . . .	697.55
Painting . . . . .	460.00
Plumbing . . . . .	229.86
Filling Lot . . . . .	338.20
Shade Trees . . . . .	118.80
Insurance on Building, while in course of erection . . . . .	240.00

17,522.41

## CLARKE SCHOOL :

Heating Apparatus . . .	\$9,997.50
Furniture . . . . .	3,984.65
Estimate on Mason's Contract and Extras . . . . .	1,457.46
Estimate on Carpenter's Contract and Extras . . . . .	4,188.94
Estimate on Painter's Contract	400.00
Lumber for Fences, Sidewalks, and Outhouses . . . . .	1,349.80
Lightning Rods, etc. . . .	254.40
Blackboards . . . . .	387.72

Plumbing . . . . .	303.81	
Painting . . . . .	148.85	
Filling Lot . . . . .	518.60	
Architect . . . . .	545.42	
Insurance on Building, while in course of erection . . . . .	90.00	
	<hr/>	23,627.15
<b>PEARSON STREET PRIMARY SCHOOL:</b>		
Furnaces . . . . .	\$377.50	
Interest on Indebtedness for School Lot . . . . .	180.00	
	<hr/>	557.50
<b>ELIZABETH STREET PRIMARY SCHOOL:</b>		
Ventilator . . . . .	\$87.50	
Interest on Indebtedness for School Lot . . . . .	630.00	
	<hr/>	717.50
<b>WALSH STREET PRIMARY SCHOOL:</b>		
Ventilator . . . . .	\$85.96	
Plumbing . . . . .	108.50	
	<hr/>	194.46
<b>ELM STREET PRIMARY SCHOOL:</b>		
Furniture . . . . .	\$2,033.90	
Furnaces . . . . .	755.00	
Lumber for Fences, etc., and Labor on same . . . . .	401.98	
Blackboards . . . . .	174.00	
Lightning Rods . . . . .	92.00	
Plumbing . . . . .	120.20	
Filling Lot . . . . .	288.80	
Painting . . . . .	218.25	
Shade Trees . . . . .	129.00	
Insurance on Building, while in course of erection . . . . .	45.00	
	<hr/>	4,257.13



*Appendix.*

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WENTWORTH AVENUE PRIMARY SCHOOL:

Furnaces . . . . .	\$872.17	
Furniture . . . . .	2,033.30	
Lumber for Fences, etc., and Labor	862.90	
Blackboards . . . . .	174.00	
Plumbing . . . . .	196.85	
Lightning Rods . . . . .	92.00	
Stone Step . . . . .	27.91	
Insurance on Building, while in course of erection . . . . .	60.00	
	<hr/>	4,319.13

BLUE ISLAND AVENUE PRIMARY SCHOOL:

Cost of Building . . . . .	\$500.00	
Expense of Fitting up Building . . . . .	160.82	
	<hr/>	660.82
Total . . . . .		<hr/> \$109,561.82



**RULES AND REGULATIONS**  
**OF THE**  
**BOARD OF EDUCATION**  
**OF THE**  
**CITY OF CHICAGO.**



## RULES AND REGULATIONS.

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### I. BOARD OF EDUCATION.

#### I. ORGANIZATION.

SECTION 1. The members of the Board of Education shall meet and organize each year, on the first Tuesday succeeding the election of members of the Board by the Common Council.

SEC. 2. At the meeting of the organization of the Board in each year, or at the first meeting thereafter, the President shall appoint, subject to the approval of the Board, the following Standing Committees, viz. :

Committee on School Buildings and Grounds, consisting of three members.

Finance and Auditing Committee, consisting of three members.

Committee on Text Books and Course of Instruction, consisting of three members.

Committee on Rules and Regulations, consisting of three members.

Committee on Apparatus and Furniture, consisting of three members.

Committee on Examination of Teachers, consisting of four members and the Superintendent.

Committee on the Appointment of Teachers, consisting of three members, together with the Special Committee on the School to which an appointment is to be made, and the Committee on the School from which any transfer is proposed to be made.

Committee on Janitors and Supplies, consisting of three members.

Committee on Medals and Rewards, consisting of three members.

Committee on Evening Schools, consisting of one member for each school opened.

Committee on German, consisting of three members.

Committee on Salaries, consisting of three members.

Committee on Publication, consisting of three members.

Committee on Music, consisting of three members.

Committee on Judiciary, consisting of three members.

Committee on School Fund Property, consisting of five members.

Committee on High School, consisting of three members.

Committee of one for each of the District Schools.

SEC. 3. The Committees of the Board shall enter upon their duties immediately after their appointment, except the Committees on the several District and Primary Schools, who shall enter upon their duties immediately after the annual election of Teachers.

SEC. 4. The Board shall hold its regular meetings on Tuesday following the last Friday of each month, at half-past seven o'clock, P.M., unless otherwise ordered by the Board. Special meetings may be called at any time, by the President, or at the written request of any five members, left with the Secretary.

SEC. 5. A majority of the Board shall be requisite to constitute a quorum for the transaction of business.

SEC. 6. All questions relating to the conduct of teachers, their qualifications, etc., shall be considered with closed doors.

## II. POWERS AND DUTIES OF THE PRESIDENT AND VICE PRESIDENT.

SEC. 7. The President shall take the chair at the time appointed for the meeting of the Board, and shall call the members to order; and, on the appearance of the quorum, he shall cause the minutes of the last meeting of the Board to be read, and shall proceed to business in the following order:

Reports of Committees, to be called in order, except Committees on the District Schools.

Petitions and Communications.

Reports and suggestions from the Superintendent.

Miscellaneous and unfinished business.

Reports from the Committees on the District Schools.

SEC. 8. The President shall preserve order and decorum in the meetings, and shall decide all questions of order, subject to appeal to the Board.

SEC. 9. The President shall rise to address the Board, but may put a question or read, sitting. He shall declare all votes; but in case of doubt shall, on request of any member, require members to rise, and stand until they are counted, and he shall then declare the result. All votes upon questions requiring appropriations of money, or the adoption of new text books, *must be taken by ayes and noes*, as provided by the charter; and on any other question, the ayes and noes shall be called when any member shall request it.

SEC. 10. When the President wishes to address the Board at length, on any subject or question pending before it, he shall request some member to take the chair temporarily, but he may state facts, and give his opinion on questions of order, without leaving the chair.

SEC. 11. A motion to adjourn shall always be in order, except when a member has the floor, or when a question has been put and not decided.

SEC. 12. The Vice President shall possess the powers and perform the duties of the President in his absence.

### III. RIGHTS AND DUTIES OF MEMBERS.

SEC. 13. When any member is about to speak in debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President, and shall confine himself to the question under debate, and avoid personalities.

SEC. 14. No member, while speaking, shall be interrupted by another, except to call to order, or to correct a mistake.

SEC. 15. No member shall speak on any motion or order under discussion, more than twice, without leave of the Board,

nor more than once until all other members choosing to speak, shall have spoken.

SEC. 16. All resolutions offered by members of the Board shall be submitted in writing.

SEC. 17. Every member who shall be present when a question is put, shall give his vote, unless the Board for special reasons excuse him.

Any questions of order arising, not provided for in these rules, shall be decided according to well-established parliamentary rules for the government of deliberative bodies—Cushing's Manual being the guide in all cases.

#### IV. DUTIES OF STANDING COMMITTEES.

SEC. 18. It shall be the duty of the Committee on School Buildings and Grounds, to exercise a general supervision over the buildings and their appendages, furniture, and grounds belonging to the schools, and the repairs that may be needed; to attend to the warming and ventilation of the several school houses; and to recommend any improvements in the school buildings and grounds that may be thought necessary.

SEC. 19. It shall be the duty of the Finance and Auditing Committee to receive and examine thoroughly the Monthly Report of the School Agent, and present the same to the Board; also to report annually, at the regular meeting for the month of April, the condition of the School Fund, together with such recommendations as they shall think proper in connection therewith; they shall also examine all bills charged to the School Tax Fund, and express their approval or dissent, as the case may require. All bills approved by the Auditing Committee shall be regarded as approved by the Board. All orders drawn on the School Fund, and on the Moseley Book, Jones, Foster Medal, Newberry and other Special Funds, when approved by the President and Secretary, shall be regarded as approved by the Board.

SEC. 20. It shall be the duty of the Committee on Text Books and Course of Instruction annually, at the regular meeting next succeeding the school month of March, to make



a report embracing such facts and suggestions in regard to Text Books and the Course of Instruction, as they may deem proper to present. At this meeting any member may propose any changes in Text Books that may seem to him proper and desirable. All propositions for changes in Text Books shall lie over for one month, and until the next regular meeting of the Board, when they shall be finally acted upon. It shall not be in order for any member of the Board at any other time to propose any changes in Text Books in use in the schools, except by a vote of at least two-thirds of all the members of the Board. No Text Book shall be considered as adopted, unless there be a concurrent vote of a majority of all the members of the Board in its favor. All changes in Text Books shall take effect only at the commencement of the Fall Term, unless it be otherwise ordered by a vote of two-thirds of all the members of the Board.

SEC. 21. It shall be the duty of the Committee on Rules and Regulations, from time to time, and especially at the season for publishing the Annual Report, to prepare such revisions and modifications of the Rules and Regulations as they deem expedient, and submit them to the Board.

SEC. 22. It shall be the duty of the Committee on Apparatus and Furniture, from time to time, to recommend the purchase of such apparatus as may be found necessary; and the purchase, change, or alteration of school furniture as they may deem expedient.

SEC. 23. It shall be the duty of the Committee on Examination of Teachers, upon the third Friday of each Calendar month, to examine all candidates who may apply for situations in the Public Schools. Special examinations may be held whenever, in the judgment of the Committee, it is necessary. Candidates shall be examined in the absence of all spectators, except the members of the Board of Education.

SEC. 24. It shall be the duty of the Committee on the Appointment of Teachers, to make such appointments and transfers of Female Teachers in the District Schools as the wants of the several District Schools may require, but no transfer shall be made from any school without first notifying the Principal of said school. All appointments made by the

Committee shall be temporary, and at each regular meeting of the Board it shall be the duty of said Committee to present a list of all appointments made by them since their last report, which list of appointments shall be recorded, and at the succeeding regular meeting the same shall be taken up as a part of the regular business of the Board, and acted on by the confirmation or rejection of such appointments: *Provided*, that the Board may postpone the action on such appointments from one meeting to another.

SEC. 25. It shall be the duty of the Committee on Janitors and Supplies, to make all necessary arrangements for the care of the school buildings and premises, and to exercise a general supervision of the various supplies of fuel, mats, clocks, crayons, etc. They shall have power and authority to regulate, alter and prescribe the duties of the several Janitors of the Public Schools, and the duties of the Messenger in the office of the Board, and recommend to the Board their compensation, and to fix the compensation of the carpenters and other workmen employed in and about the Public Schools.

SEC. 26. It shall be the duty of the Committee on Medals and Rewards, to see that a sufficient number of medals bearing a proper inscription, and diplomas with the requisite engravings, are procured and in possession of the Superintendent, at least two weeks before the close of the Summer Term of the schools. All medals shall be submitted to the Board for their inspection, and be approved by them before the auditing of the bills for the same.

SEC. 27. It shall be the duty of the Committee on Evening Schools to take the general charge and oversight of Evening Schools when appropriations are made by the Common Council for their support; to appoint the teachers of the same, and to fix their compensation; and to make a report to the Board of Education of the condition and wants of these schools; and all bills contracted in support of Evening Schools shall be audited by the Finance and Auditing Committee when countersigned by the Chairman of the Committee on Evening Schools.

SEC. 28. It shall be the duty of the Committee on German, to take the general oversight of the instruction given in the

German language in the District Schools, to examine all teachers who may apply for positions as teachers of German at such times as they may see fit, to recommend to the Committee on Appointment of Teachers such persons as they find best fitted to teach in the German language at any time when vacancies occur, and to report to the Board of Education each month the condition and wants of the German Department of the District Schools.

SEC. 29. It shall be the duty of the Committee on Salaries to recommend to the Board at any time such changes of salaries as they may deem advisable, and to consider and act upon any recommendations that may be made by the Committee on Appointment of Teachers, in cases of those teachers who come to our schools with much and successful experience in schools of like character elsewhere.

SEC. 30. It shall be the duty of the Committee on Publication to take the supervision of the publication of all reports, blanks, etc., issued by the Board of Education, to secure bids for such work and to examine and recommend to the Auditing and Finance Committee all bills for such work done under their direction.

SEC. 31. It shall be the duty of the Committee on Music to arrange the number of lessons in Music to be given to each school, and the length of the exercises. They may also at their discretion, designate any of the regular teachers to give instruction in music to such divisions as they may appoint. They shall have authority to employ the Music Masters during a portion of their time in the instruction of teachers; and for the accomplishment of this object they may dismiss such Primary Divisions as they may deem best, not exceeding one hour in four weeks. It shall be the duty of all teachers whose divisions are so dismissed, to attend these exercises.

SEC. 32. It shall be the duty of the Committee on Judiciary to consider and report upon all questions that may be referred to them by the Board.

SEC. 33. It shall be the duty of the Committee on School Fund Property to exercise a general oversight upon the property belonging to the School Fund, and to have special care

of all appraisals and assessments upon such property, that so far as possible exact justice be done, as in all cases of private property.

SEC. 34. The Committee on the High School shall perform the same duties that are prescribed for the several committees of the District Schools.

SEC. 35. It shall be the duty of the several District Committees to visit the schools under their charge at least once in four weeks, and to make a short report, from time to time, of the condition of said schools, including a particular statement of the condition of the buildings and grounds, and to recommend any changes and transfers of teachers which they may deem best for the interest of the schools. And it shall further be the duty of the several District Committees to be present at the close of the Summer Term of said schools, and to award the medals, scholarships and diplomas to those pupils whose attendance, scholarship and general deportment entitle them to the same, which shall be determined by the class-books, and by special examination of the classes.

SEC. 36. It shall be the duty of the Chairman of each Committee by whom bids or proposals are received, in accordance with instructions of the Board, to notify, through the Clerk of the Board, all members of the Board of the place and hour of meeting for the purpose of opening such bids or proposals, and no bids or proposals shall be opened until at least two members of the Board are present.

SEC. 37. It shall be the duty of the several committees having charge of the expenditures of the Board to report, through the Finance and Auditing Committee, at the regular meeting following the school month of February, a statement of the expenditures of the past year, and their estimates for the ensuing year.

SEC. 38. It shall be the duty of each committee to report briefly at the regular meeting next preceding the organization of the Board, their transactions for the year.

## II. OFFICERS OF THE BOARD.

### I. SUPERINTENDENT AND HIS DUTIES.

SEC. 39. The Superintendent of Public Schools shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the Public Schools, school-houses, books and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose, which shall be the general depository of the books and papers belonging to the Board of Education, and at which the Board shall hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of Public Schools, to the end that all children in this city, who are instructed at the Public Schools, may obtain the best education which these schools are able to impart.

SEC. 40. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to transfer improvements and to remedy defects. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the Public Schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties.

SEC. 41. He shall attend all meetings of the Board of Education, and act as Secretary thereof. He shall keep the Board of Education constantly informed of the condition of the Public Schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education. A general report of the condition of the Public Schools shall be prepared by him at the close of each school year, for publication. He shall, moreover, report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline and management of

the Public Schools as he may deem expedient, and the same may be adopted by the Board ; and he shall also perform such other duties as the Board of Education shall, from time to time, direct.

SEC. 42. The Superintendent is authorized to grant permits to pupils resident in one District to attend school in another, when there are good reasons for the change, satisfactory to the Committee on Rules and Regulations.

#### II. CLERK AND HIS DUTIES.

SEC. 43. It shall be the duty of the Clerk to keep the minutes of the meetings of the Board ; and to be official, his signature must be attached to them on the books and records of the Board. He shall also take general charge of the rooms of the Board, and the property contained therein.

SEC. 44. The orders of the Board of Education for labor and supplies shall be given by the Clerk, under the general direction of the President of the Board, and the several Standing Committees — each Committee attending to the supervision of its own department.

SEC. 45. It shall be the duty of the Clerk to preserve, at the office of the Board, a complete list of the books, clocks, thermometers, chairs, bells, settees, mats, keys, etc., furnished to the several Public Schools.

#### III. BUILDING AND SUPPLY AGENT.

SEC. 46. The Building and Supply Agent shall have the special oversight and direction of the workmen employed by the Board, and of the Janitors of the several Public Schools, attend to the furnishing of supplies, superintend the repairs, and have the general care of all the property under the control of the Board, and shall perform such other duties as may be required of him by the Board. He shall be under the general direction of the Committee on Buildings and Grounds, the Committee on Apparatus and Furniture, the Committee on Janitors and Supplies, and the Superintendent.

SEC. 47. The contracts with Janitors shall all be made by the Building and Supply Agent, under the direction of the Committee on Janitors and Supplies. During the spring

vacation, and at such other times as may be necessary to insure cleanliness, the Principals of the several schools shall superintend the washing of the floors, seats, desks, stairs, doors, wainscoting, etc., of their school-houses, and the removing of dust from the ceiling and walls of the rooms. It shall be the duty of the Master of each school to see that said work is properly done.

All bills for expenditures for cleaning school buildings, and for work done by Janitors, shall set forth specifically the items of work or material for which such expenditure shall have been made, and each bill shall be made out in the name of the Janitor or other person employed to do the work.

### III. TERMS, VACATIONS, ETC.

#### I. SCHOOL YEAR.

SEC. 48. The school year, for the purposes contemplated in these rules, shall commence on the first Monday in September, and end on the third day of July, or upon the Friday preceding the third day of July whenever that day falls upon Monday or Tuesday of the week.

#### II. SCHOOL CALENDAR.

SEC. 49. *Terms and Vacations.* — The terms of the Public Schools shall commence on the second day of January, the Monday following the first Friday in May, and the first Monday in September; and shall close two weeks before the first Friday in May, and upon the third day of July, and the twenty-fourth day of December: *Provided*, that when the second day of January occurs later in the week than Wednesday, then the schools shall not commence till the following Monday. The schools shall be continued five days in each week.

SEC. 50. *Holidays.* — The Fourth of July, Annual Thanksgiving and the following Friday, and the Twenty-second of February shall be regarded as holidays.

No teacher shall take any holiday other than the above, or leave school in school hours, except in accordance with sections 51 and 94, or on account of sickness, or other unavoidable necessity.

SEC. 51. *Closing Schools Temporarily.*— The President of the Board of Education shall have authority to dismiss the schools temporarily, not exceeding three days in a year, or to grant leave of absence from school to any teacher, when in his judgment such dismissal or leave of absence shall be necessary.

#### IV. HIGH SCHOOL.

##### I. MANAGEMENT.

SEC. 52. *Management of the High School.*— The general management and discipline of the High School are committed to the hands of the Principal; but each of the assistants shall be responsible, under the direction of the Principal, for the order and discipline of his own room.

SEC. 53. *Term of Attendance upon the High School.*— The term of attendance upon the High School necessary for graduation, shall be, in the Normal Department, two years, and in the General and Classical Departments, four years: *Provided*, that any pupil who desires to enter college from the High School may omit such English studies as are pursued in college, and complete the studies of the second, third and fourth years in two years.

SEC. 54. *Monthly Report to Parents.*— The Principal of the High School shall send a monthly report to the parent or guardian of each pupil, showing the averages of the pupil in attendance, scholarship and deportment; to be signed by the parent or guardian, and returned to the Principal.

SEC. 55. *Transfer of Pupils from one Class to another.*— Pupils of the High School may be removed from the class to which they belong in the regular course, with the approval of the Superintendent, upon an examination of each case reported by the Principal.

SEC. 56. *Forfeiture of Seat in High School.*— Pupils of the High School who vacate their seats four successive weeks shall be re-admitted only on the recommendation of the Principal, and by special vote of the Board of Education; and no pupil shall be re-admitted without satisfactory evidence in



writing, submitted to the Board, stating the cause of the discontinuance of such pupil's attendance: *Provided*, that the Chairman of the Committee on the High School may, in special cases, on the recommendation of the Principal, grant permission to applicants to return during the intervals between the meetings of the Board, and remain till the next meeting subsequent to such re-admission.

II. DAILY SESSIONS.

SEC. 57. *School Hours.* — The daily sessions of the High School shall commence at nine o'clock, and close at two o'clock.

III. ADMISSION TO HIGH SCHOOL.

SEC. 58. *Examination for Admission to High School.* — Pupils shall not be admitted to the General or Classical Department of the High School until they are thirteen years of age; and until they shall have sustained a satisfactory examination upon the studies pursued in the District Schools: *Provided*, that this rule shall not exclude those from entering at the commencement of the school year, who will have attained the age of thirteen years at the time of the special examination at the close of the Fall Term, as hereinafter provided for. They shall also be actual residents of the city, and shall have attended some District School of the city two terms, one of which shall be the term next preceding the time of application for admission; but this rule shall not operate to exclude from examination any pupils that have not resided in the city two terms, if they enter the Public Schools as soon as they become residents of the city, and present themselves at the first examination that occurs after they become residents: *Provided*, they shall have attended the public schools of some city or town two-thirds of a year, one-half of which time shall be within the six months next preceding the time of application for admission.

No pupils from the District Schools shall be admitted to examination, unless they bring certificates from the Principals that they are eligible to an examination under the foregoing rule. Pupils who desire to be examined with the candidates

for admission to the High School, but do not intend to enter the school, shall not be debarred from this privilege: *Provided*, they are in other respects eligible.

The regular examination for admission to the High School shall take place once each year, near the close of the Summer Term.

Near the close of the Fall Term in each year there shall be a special examination of pupils who are eligible to seats in the High School, and who may be prepared to enter existing classes. But no pupils shall be admitted to the High School at this time unless they first sustain a thorough examination on all the preparatory studies, and also on all the studies that have been pursued in the High School by the class which they propose to enter; thus satisfying the Board that their rank of scholarship is as high as the average rank of the class which they are to join. Nor shall any pupils be admitted at this examination, however high their rank of scholarship, unless there are vacant seats in the division they are to enter.

SEC. 59. *Questions for Examination.* — It shall be the duty of the Superintendent to prepare a suitable list of questions for each examination of candidates for admission to the High School, and some member of the Committee on the High School shall be present during the examination.

SEC. 60. *Normal Department.* — Candidates for admission to the Normal Department of the High School shall be sixteen years of age or older, and they shall pass an examination satisfactory to the Committee on the Examination of Teachers. They shall also sign a statement that it is their intention to pursue the business of teaching in the Public Schools of Chicago, and that their object in obtaining admission to this Department is for that purpose.

The examination of candidates shall be held at the same time as the general examination for admission to the High School, and upon questions prepared by the Principal of the Normal Department.

Pupils may be admitted to a full or partial course, as may be desired. They may enter at the opening of any term; and in special cases, after the commencement of a term, at the discretion of the Committee on the Examination of Teachers.

No candidate that is examined for admission to the Classical or General Department of the High School, and rejected, shall be admitted to the Normal Department during the term next succeeding such examination.

The Committee on the Appointment of Teachers shall have authority to select pupils at any time from the Normal Department to take the place of teachers temporarily absent from the schools.

The Committee on the Examination of Teachers shall have authority to remove from the Normal Department any pupils who do not give promise of success as teachers in the Public Schools.

## V. DISTRICT SCHOOLS.

### I. MANAGEMENT.

SEC. 61. The District Schools shall be divided into ten Grades, and into Grammar and Primary Departments.

All the divisions of pupils in the four highest Grades of the District Schools shall be called Grammar Divisions, and all the divisions in the six lowest Grades shall be called Primary Divisions.

### II. DAILY SESSIONS.

SEC. 62. The morning sessions of the District Schools shall commence at nine o'clock, and close at twelve, and the afternoon sessions shall commence at half-past one. From the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock, and during the remainder of the year at half-past four: *Provided*, that nothing in this section shall be so construed as to prevent teachers from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

SEC. 63. *Uniform Standard of Time.* — It shall be the duty of each Principal to see that all the clocks belonging to his school are regulated by the city time every morning; and all the teachers shall conform to this standard in making their record of attendance both for themselves and for their pupils.

SEC. 64. *Tardiness.* — The bell of each school shall be rung three minutes before the hour for commencing school ; and every pupil who is not in the school-room when the hour arrives shall be marked as tardy.

SEC. 65. *Recess.* — The teachers of the Grammar Divisions of the several schools shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated ; and the teachers of the Primary Divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school-room at recess, they shall pass out after the recess is closed. All pupils shall be required to pass out of the school-room at recess, unless it would occasion an exposure of health, but they shall never be required to *remain* out when the exposure would be injurious to health.

SEC. 66. *Dismissing Primary Divisions.* — From the first Monday in the school month of March to the first Monday in the school month of November, every pupil under nine years of age, belonging to the Eighth, Ninth and Tenth Grades, shall be dismissed during the school hours of each day, not less than one hour, nor more than one hour and a half. Pupils of the Seventh Grade may be retained through the sessions, or dismissed any time not exceeding three-fourths of an hour.

From the first Monday in the school month of November, to the first Monday in the school month of March, every pupil under nine years of age, belonging to the Eighth, Ninth and Tenth Grades, shall be dismissed during the school hours of each day, not less than half an hour, nor more than one hour.

No pupil over nine years of age shall be dismissed during any portion of the school hours, except at the discretion of the teacher ; and no pupil, at any age, shall be dismissed during school hours against the wishes of his parents.

The teachers will arrange to dismiss different classes at different times in the day, so that there will always be one or more classes present.

SEC. 67. *Opening and Closing School.* — The Principals shall punctually observe the hours appointed for opening and

dismissing the schools; and during the time from the opening of the school-rooms to the departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office; but shall not in any manner encourage pupils to assemble at other than regular school hours for recitation or for special instruction in preparation for examinations.

III. REQUISITES FOR ADMISSION.

SEC. 68. *Age and Non-Residents.*— All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of six years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school.

SEC. 69. *Pupils shall have Books.*— No pupil shall be allowed to retain connection with any Public School, unless furnished with books, slate and other utensils required to be used in the class to which he belongs: *Provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupil obtaining such books.

SEC. 70. *Cleanliness.*— Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school-room.

SEC. 71. *Contagious Diseases.*— No pupil affected with any contagious disease shall be allowed to remain in any of the Public Schools.

SEC. 72. *Vaccination.*— No pupil shall be received in any Public School, without furnishing a physician's certificate that he or she has been vaccinated, or otherwise secured against the small-pox.

SEC. 73. *Pupils Passing from one District to Another.*— Whenever a pupil passes from one District School to another, he shall be required to present to the Principal of the school which he enters, a certificate from the Principal of the school

which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.

## VI. EMPLOYMENT AND SALARIES OF TEACHERS.

SEC. 74. At the last regular meeting before the close of the school year, the Board shall elect the teachers. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall hold their offices until the close of the school year, unless sooner removed, as provided by the charter. The election of the High School Teachers, and of the Principals and Head Assistants of the District Schools, shall be by ballot, and none shall be deemed elected unless he shall receive a majority of the votes of all the members of the Board.

The salaries of the teachers shall be fixed at the first meeting after the annual organization of the Board, which shall take effect at the commencement of the following School Year.

SEC. 75. No person, either male or female, shall be appointed as teacher in any of the Public Schools, under the age of eighteen years.

SEC. 76. *Salaries.* — The salaries of the teachers of the High School are established as follows:

Principal,	-	-	-	-	\$2,500 per annum.
Principal of Normal Department,	-	2,200	"	"	
Male Assistants,	-	-	-	-	2,200 " "
Training Teacher of Normal School,	-	1,200	"	"	
Female Assistants,	-	-	-	-	1,000 " "

The salaries of the Principals of the District Schools are established as follows:

For the first year,	-	-	-	\$2,000 per annum.
" " second year,	-	-	-	2,100 " "
" " third year and thereafter,	-	2,200	"	"
Music Teachers, each,	-	-	-	2,000 " "
Teacher of Reading and Vocal Culture,	1,000	"	"	

Female Principals of District Schools, 1,000 per annum.

Head Assistants, - - - - 1,000 " "

Principals in Twelve-Room Primary Buildings, } 1,200 " "

Principals of other Primary Schools, - 1,000 " "

The salaries of the Assistant Teachers in the Grammar Department are established as follows :

For the first fourteen weeks, at the rate of \$450 per annum.

For the first year thereafter, - - 600 " "

For the second year, - - - - 700 " "

For the third year and subsequently, - 800 " "

The salaries of Teachers in the Primary Departments are established as follows :

For the first fourteen weeks, at the rate of \$450 per annum.

For the first year thereafter, - - 550 " "

For the second year thereafter, - - 650 " "

For the third year thereafter and subsequently, } 700 " "

The Board may vary the salaries from the above rates, whenever it becomes necessary in order to secure the services of experienced teachers, upon the joint recommendation of the Committee on Appointment of Teachers and of the Committee on Salaries: *Provided*, that the amount agreed upon shall not exceed the highest rate established above.

Teachers in Primary Departments, having charge of rooms containing more than one division of pupils, shall have twenty-five dollars per annum extra for each additional division.

*Substitutes.* — Whenever any teacher shall be temporarily absent from school, it shall be the duty of the said teacher to send notice forthwith to the office of the Board of Education, with a statement of the reason and probable time of such absence; and if any doubt exists in respect to the time of returning, then the teacher shall afterwards send seasonable notice to the Principal of the school, of the time when she is to return. All teachers when absent from school, except for sickness, or for the death of some near relative, shall forfeit

their salary during the continuance of such absence, and the pay of the substitutes shall be at the rate of one dollar and a half per day. When a teacher returns to school after a temporary absence, and fails to send notice, as required above, in time to save the substitute the trouble of going to the school, the substitute shall receive pay for one half-day, and the same shall be deducted from the pay of the teacher. No compensation shall be allowed to any teacher after an absence of two weeks, nor shall any teacher receive pay for absence occurring at the commencement of a term, unless sickness be the cause of such absence, and a proper notice of such cause shall have been sent to the office of the Board.

SEC. 77. *Payment of Salaries.* — The teachers' bills shall be paid on Saturday after the close of each school month, except for the month of June (the bills for June and July being paid together), provided the School Agent has funds in his hands to meet them. The salary paid shall, in all cases, be for the time of actual service, each week being taken as a fractional part of the whole number of school weeks in the year, and each year commencing at the opening of the Fall Term.

SEC. 78. *Teachers' Certificates.* — Teachers who pass the examination required by the Board of Education shall receive, at first, Partial Certificates testifying to their moral character and intellectual attainments. After trial, and upon the joint recommendation of the Committee on Appointment of Teachers, and the Committee upon the School in which such teachers are employed, the Board may grant a Full Certificate, testifying to the general success of the holder in all matters of instruction and discipline.

## VII. DUTIES OF TEACHERS.

### I. GENERAL DUTIES.

SEC. 79. *Teachers to acquaint themselves with the Regulations.* — All the teachers of the Public Schools are required to make themselves familiar with the provisions of these regu-



lations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance. A faithful compliance with all the rules relating to teachers, shall be one of the conditions on which the teachers retain their connection with the Public Schools. It shall be the duty of every teacher to have a copy of the regulations at all times in possession at his or her school room.

SEC. 80. *Teachers to be at School Rooms Early.*— All the teachers of the Public Schools are required to be at their respective *school rooms*, both morning and afternoon, ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st. The school rooms shall be opened at this time for the reception of pupils.

Teachers who are not present at their respective *school rooms* ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st, and March 1st, shall report themselves as tardy.

SEC. 81. *Opening Exercises.*— The morning exercises of each department of the several schools shall commence with reading the Scriptures, without note or comment, and this exercise may be followed by repeating the Lord's Prayer, and by appropriate singing.

SEC. 82. *Partizan Questions.*— All questions of a sectarian or partizan character shall be carefully kept out of the schools.

SEC. 83. *Discipline.*— The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when good order can be preserved by milder measures. It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

In all cases of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the Committee on

the School or of the President; and the case shall be reported to the Board at its next regular meeting.

Each Principal and each Assistant Teacher shall make out and preserve a full and complete statement in writing, of each case in which corporal punishment shall have been inflicted by him or her upon any pupil, specifying the name, age and grade of the scholar punished, the offence charged, and the kind and degree of punishment inflicted; which statement shall be kept open for inspection, in the respective rooms of the teachers during the month, and be returned by the Principal with his regular monthly report, at the close of each school month, to the Superintendent for examination by the Board.

SEC. 84. *Care of Pupils out of School Hours.*—It is particularly enjoined upon all the teachers, that they devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not to rely on the aid of monitors, except in cases of special necessity.

The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of school.

In special cases, when it would be injurious for pupils to go home at noon, on account of inclement weather or their great distance from school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the *school rooms* for their protection and care, under the eye of a teacher.

As far as practicable, the teachers shall confer with parents, and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon, except in cases of urgent necessity.

The teachers are expected, as far as practicable, to exercise a general inspection over their pupils while going to and from school.

SEC. 85. *Parents to be notified of Absences.*— Parents should, in all cases, be notified when the absences of their children have accumulated so that two additional half days absences will require a suspension from school.

SEC. 86. *Written Excuses.*— Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

But no pupil shall be sent immediately for an excuse when the weather or other circumstances are such that it would occasion an exposure of health, nor in any case of first offence; nor shall pupils be sent for absent or tardy pupils.

SEC. 87. *Monthly Reports to Parents.*— In the District Schools the teachers shall send a monthly report to the parent or guardian of each pupil in the Grammar Divisions.

Whenever a pupil is excused from attending to any of the regular branches of the course, his Class Record and Monthly Report to Parents, shall in all cases be plainly marked *Partial Course*.

SEC. 88. *Contributions and Presents.*— No teacher shall allow a subscription or contribution of any kind in any Public School.

SEC. 89. *Prizes.*— The teachers shall not award any medals or prizes to the pupils under their charge, unless specially authorized by the Board.

SEC. 90. *Advertisements and Agents.*— No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed, in any of the Public Schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts or other publications to be distributed in their schools.

SEC. 91. *Ventilation and Temperature.*— It shall be the duty of teachers to give vigilant attention to the ventilation

and temperature of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. In the buildings heated by hot air furnaces, or by stoves enclosed in cylindrical screens, the lower ventilators should generally be kept open and the upper ones closed; but in buildings heated by steam, it is generally better to open both the upper and lower ventilators. The windows must not be opened during the cold season, when the proper ventilation can be secured by the use of the ventiducts. Whenever the windows are opened for ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draught of air. The Principal shall give special attention to the ventilation of all the rooms, and give such aid and direction to the assistants as may be necessary to secure a faithful observance of the foregoing rule.

During the season for fires, the teachers shall observe carefully the state of the thermometers, and endeavor to keep the temperature of their rooms from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and, in case it is found to be below 65°, measures should be taken immediately to raise it. The thermometer should be so located as to indicate, as nearly as possible, the average temperature of the room.

In all the buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Building and Supply Agent, to take complete control of the heating apparatus. When steam is needed in any room, or when it is desired to turn it off, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

SEC. 92. *Institutes.* — It shall be the duty of all the teachers of the Public Schools to meet on the second Saturday of each School Month, at the High School building, for the purpose of holding an Institute for their own improvement in teaching,

under the direction of the Board of Education. The exercises shall commence at 9½ A. M., and close at 12 M., with a recess of fifteen minutes. Before the close of each Institute, the Superintendent shall adopt such measures as he may deem best to secure a full and accurate report of the attendance of teachers. At the close of each term the Superintendent shall report to the Board all cases of absence or tardiness, or leaving before the close of the Institute, that have occurred during the term. The half day devoted to Institute shall be considered the same as any other half day of school time, and absence from Institute shall be considered the same as absence from school.

SEC. 93. *Teachers' Meetings.* — The teachers of the High School shall meet once a week, at such times as the Principal may appoint, for consultation in regard to the interests of the school.

The Principal of each of the District and Primary Schools may dismiss all the pupils of the school not to exceed one hour for each month, whenever it is desired to give general instructions to the Assistant Teachers, and the hour shall be regarded the same as any other hour of school time.

SEC. 94. *Teachers Visiting Schools.* — Teachers may visit divisions of the same grade as their own divisions, in any of the Public Schools of the city for the purpose of observing different modes of instruction and discipline; but such visits shall not occupy more than one half a day in a term, and teachers shall not leave their schools for this purpose till they have obtained permission from the Superintendent, and in all such cases their divisions shall be dismissed for the time of their absence.

Principals and Head Assistants may visit any department or grade in the District Schools, their absence not to exceed one day each term, and their divisions shall be retained under charge of one during the absence of the other.

Only one teacher shall leave the same school during the same half day in cases where divisions are dismissed.

## II. DUTIES OF PRINCIPALS AND HEAD ASSISTANTS.

SEC. 95. *Responsibility of Teachers.* — The Principals shall be held responsible for the general management and discipline of the schools; and the other teachers shall follow their directions and co-operate with them, not only during the school hours, but during the time when the pupils are on the school premises before and after school, and during the recesses. Each Assistant shall be held responsible for the order and discipline of her own room, under the general direction of the Principal.

The Principals of the Grammar Schools shall be held responsible for not less than one-third of the instruction of the First Grade of their respective schools, and shall devote their remaining time to general supervision and the examination of classes.

SEC. 96. *Head Assistants.* — The Head Assistant of a school shall have charge of such classes in the Principal's division as he may designate: *Provided*, that she shall not be held responsible for more than two-thirds of the instruction of the First Grade. She shall also have charge of the general records of the school, under the supervision of the Principal, and shall discharge such other duties as he may assign: *Provided*, that in the schools where extra teachers are employed, the clerical work of keeping the records shall be performed by the extra teacher, and in such cases the Principal shall be held responsible for the records.

The Principals of the several schools are expected to give such attention to the time records of all the teachers as may be necessary to secure accuracy and uniformity.

SEC. 97. *Reading Regulations to Pupils.* — It shall be the duty of the Principals of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 98. *Order in the Stairways, Halls and Yards.* — The Principals of the several schools shall establish special rules for securing good order in the stairways, halls and school yards.

SEC. 99. *Care of School Premises.* — The Principals of the several schools shall prescribe such rules for the use of the yards, basements and outbuildings connected with the school-houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Principals shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors under the general supervision of the Committee on Janitors and Supplies, and the Building and Supply Agent.

SEC. 100. *Closing School Premises.* — It shall be the duty of the Principal of each school to cause the doors of the woodshed, out-houses, gates, and the outside doors of his school-house to be locked, and all windows of the same to be shut and fastened every day, after the close of school.

SEC. 101. *Admission of Pupils at Opening of Term.* — The Principal and Head Assistant of each school shall be in attendance at their respective school buildings on the last day preceding the opening of each term (Sundays and holidays excepted, when they shall meet on the day next preceding,) to receive applications for admission to the school. In term time, applications for admission shall be received only during the first school session of each week.

SEC. 102. *Care in Respect to Fires.* — During the cold season, it is expected that the Principals will superintend the making of fires, so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall give special attention to the practice of economy in the use of fuel, and take measures to prevent the Janitors from wasting coal with the ashes which they remove from the stoves and furnaces. They shall also use every precaution to save the buildings from exposure to fire.

In cold or stormy weather, the Principals shall also make such arrangements that one or more rooms or halls will be open to receive pupils half an hour before school. In cold weather, those rooms or halls shall be made comfortably warm, and one or more of the teachers, to be designated by the Principal, shall be present and exercise a general care over the pupils.

SEC. 103. Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

SEC. 104. *Different Editions of Text-Books.* — It shall be the duty of each Principal to report to the Superintendent, as soon as he learns of the same, the presence in his school of two or more essentially different editions of any one of the text-books in use, and unless (after notice is given to that effect by the Superintendent to the publishers or agents of such books), they shall supply an edition of such book, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text-book from the schools.

### III. PUPILS, DUTIES AND PRIVILEGES.

SEC. 105. *Absence.* — Every scholar in the High School, or in the District Schools, who shall be absent six half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness, or by sickness in the family, or to avoid a serious and imprudent exposure of health, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent, and in special cases the Superintendent, that the pupil is suspended. No pupil thus suspended, unless for sickness, shall be restored to school till the parent or guardian has given satisfactory assurance that the pupil will be punctual in the future, and obtained permission from the Superintendent for him to return.

All restorations by the Superintendent must take effect upon the first day of the month succeeding such restoration, unless in special cases, which may be left to the discretion of the Superintendent.

In the application of the foregoing rule, two tardinesses, or two dismissals, or leaving school without permission, shall be regarded the same as one absence. Absences which occur



when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness.

Whenever the absences of a pupil are *occasioned by sickness*, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parent's explaining the cause, either in person or by written note, *to the teacher*, and not to the Superintendent.

Absences and dismissals for religious instruction, or during days held sacred by parents, shall be counted as absences for sickness: *Provided*, a written request be sent by the spiritual adviser of the family to the Principal of the school.

SEC. 106. *Penalty for Damages to School Property.* — Any pupil who shall cut or otherwise injure any part of any public school-house, or injure any fences, trees or outbuildings belonging to any of the public school estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any public school premises, shall be liable to suspension, expulsion, or other punishment, according to the nature of the offence. The Principal of a school may suspend a pupil temporarily for such offence, and he shall thereon immediately notify the parent or guardian, and the Superintendent.

It shall be the duty of all the teachers to see that no persons are allowed to step on any of the chairs, settees, or window-casings of the schools, without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

Pupils shall not be allowed to remain in any of the rooms that are provided with cherry desks, or other improved furniture, except in the presence of a teacher, or of some reliable monitor who is made specially responsible for the care of the seats and desks.

All damage done to school property by any of the pupils, shall be repaired at the expense of the party committing the trespass.

SEC. 107. *Leaving School.* — Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music, or any other branch of instruction, he

shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time, nor one half-day in any one week: *Provided*, it will not interfere with the pupil's regular course of instruction in school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not affect the merit average of attendance.

SEC. 108. *Dismissing at the Request of Parents.*— Pupils in the Primary Divisions may be dismissed any time after the commencement of the forenoon and afternoon recesses, on the written or personal request of the parent or guardian: *Provided*, such dismissal does not interfere with any of the school exercises.

SEC. 109. *Absence from Examination.*— Any pupil who shall absent himself from any regular examination of the school which he attends, without rendering a satisfactory excuse to the Principal, shall be suspended from the school; and the Principal shall immediately report the case to the parent of the pupil, and also to the Superintendent for his action thereon.

SEC. 110. *Bad Habits and Bad Language.*— The pupils are strictly enjoined to avoid idleness and profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner, both in school and out.

SEC. 111. *Suspension of Pupils in Special Cases.*— For violent or pointed opposition to authority in any particular instance, a Principal may suspend a pupil from school for the time being: thereupon he shall immediately inform the parent or guardian, and the Superintendent. Pupils thus suspended may be restored by the Superintendent at his discretion. All restorations shall take effect only at the commencement of the school month next succeeding the suspension.

SEC. 112. *Suspension of Pupils by the Superintendent.*— Whenever the Principal of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school or out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished, and reformation appears to be hopeless, he shall sus-

pend such pupil from school temporarily. Any pupil thus suspended may be restored to school by the Superintendent at his discretion; but no pupil shall be finally expelled from school without the approval of the Board.

SEC. 113. *Promotions and Forfeiture of Position.*—No pupils shall be advanced from one grade to another, except by special permission of the Superintendent, till they are able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which they are to be transferred, including the oral lessons, use of slate, exercises on tablets, etc. They must be able to read any of the pieces they have gone over, with proper expression; explain the meaning of any of the words; give the names and uses of the different marks used; and spell any of the words, both by letters and by sounds. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the class next below the class to which they belong, whenever their scholarship falls below the standard fixed for admission to the class, but such pupils may be permitted to regain their lost position within one month, if their scholarship warrants it.

#### IV. SCHOOL RECORDS.

SEC. 114. *School Records.*—The Principal and Assistants of each school shall keep such records as will show the attendance, scholarship and deportment of the pupils, embracing the date of each admission and discharge; the age, nativity and residence of each pupil; name of parent or guardian; whole number of different scholars enrolled; average number belonging; average daily attendance and number of tardinesses. The teachers shall also preserve a permanent record of the time when they enter and leave school, and the amount of time lost during school hours.

SEC. 115. *Blanks for Schools.*—All school registers, class-books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by

the Superintendent of Public Schools, to whom all teachers shall apply whenever such books or forms are needed.

SEC. 116. *Manner of Keeping Registers and Class-Books.* — Teachers shall keep their registers and class-books neatly and accurately, and in accordance with the prescribed forms. All work upon class-books, except the making of the daily record, must be done out of school hours.

SEC. 117. *Examination of Class-Books.* — The Principals of the Schools shall examine all the class-books of the other teachers as often as once a month, and give such direction and assistance as may be necessary to secure accuracy and uniformity.

SEC. 118. *Absence of Teachers to be Reported.* — It shall be the duty of the Principal of each school to return to the office of the Board of Education, not later than 10 o'clock, A.M., of the last day of each school month, a list of the absences of each regular teacher connected with the school, and if the absences are not consecutive, to give the dates of the absences, also the names of the substitutes who have filled vacancies during the month, their time, and the names of the teachers whose places they have filled.

SEC. 119. *Monthly Returns.* — The Principals shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Board before five o'clock P.M., on the Monday following the last Friday of each month.

SEC. 120. *Record Books sent to the Office of Board.* — At the close of each School Year, in July, all the class-books, general records, registers, diaries, Moseley Fund record books, and records of visitors, shall be sent by the Principals to the office of the Board of Education for inspection; and those which are needed again at the Schools shall be returned to the Principal at the opening of the Fall Term, in September. All the class books, and other record books, when filled up, are to be returned to the office of the Board of Education.

#### V. MISCELLANEOUS.

SEC. 121. *Buildings, how Used.* — The school buildings under the control of the Board of Education, shall not be used

for any other purpose than the accommodation of the Public Schools, except by special vote of the Board.

SEC. 122. *Authorized Books and Studies.* — The books used, and studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase, for use in the schools, any book, pamphlet or publication not contained in the list of books directed and authorized to be used in the schools.

SEC. 123. *Books from the Moseley, Jones and Newberry Funds.* — All the books furnished by these Funds for the use of indigent children shall be returned to the teachers at the close of each term. The Principals of the several schools shall render to the Board, at the end of each year, an account of all books furnished them from these Funds, for the use of indigent children. They shall record in a book provided for this purpose, the name of each pupil to whom a book is loaned, the title of the book, date of delivering, and date of returning; and this record shall at all times be open to the inspection of the Board. The account rendered to the Board shall embrace the whole number of each kind of books received from the Fund during the year; the number of each kind loaned to pupils; the number of each kind returned; and the number of each kind remaining in the hands of the teacher. All books furnished from these Funds shall be delivered to the Principals of the several schools, or to their written order.

SEC. 124. *Medals and Scholarships.* — No medal or scholarship shall be awarded to a pupil who has not been a regular attendant upon the Public Schools of the city for at least two full terms of the year immediately preceding, nor to any pupil who has received either before. In all the schools the award shall be made, as far as practicable, to pupils in the first class of the Principal's division.

In awarding medals and scholarships, the first or most meritorious scholar may choose between a medal and a scholarship, but no scholar shall receive both a medal and a scholarship. See SEC. 26.

SEC. 125. *Examinations.* — There shall be an annual public examination of all the schools, to be held at such time, and

conducted in such manner as the Board may direct. At some time during the last part of the Winter Term, the Superintendent shall have a written examination of one or more grades in the Grammar Department, in such branches as he may designate. In estimating the results of this examination, he shall have authority to call on the pupils of the Normal Department for such assistance as he may need.

## VIII. LIBRARIES.

### I. HIGH SCHOOL LIBRARY.

SEC. 126. The following rules are adopted with reference to the High School Library :

#### RULES.

1. The Library shall be open at the close of the afternoon session, every Thursday in term time.
2. The Teachers of the High School may have access to the Library at any time, and may draw books in accordance with Rules 4 and 5.
3. Any pupil whose total average for any month shall equal or exceed 86, may draw books from the Library the ensuing month, and any whose average shall equal or exceed 94, may have access to the Library at such times as the Principal may designate.
4. No folio, quarto or cyclopædia shall be taken from the Library, but may there be consulted.
5. No one shall have more than one book from the Library at any time, and no book shall be retained more than two weeks.
6. Any person injuring or losing a book belonging to the Library shall make compensation for the same, and failing to do so shall be excluded from the use of the Library.
7. The Librarian shall keep an account of the names of all persons drawing books from the Library, the numbers and names of the books, and the date of drawing and of returning.
8. The Library shall be under the special care and supervision of the Principal, subject to the direction of the Board of Education.

### II. REFERENCE LIBRARY FOR TEACHERS.

SEC. 127. The *Reference Library for Teachers* shall be kept at the office of the Board, and the books may be consulted by the teachers at any time when the office is open, but no books shall be taken from the office.

III. DISTRICT SCHOOL LIBRARIES.

SEC. 128. All books placed in any of the school libraries must first receive the approval of the Board. The libraries shall be opened at regular times to pupils entitled to draw books therefrom, and shall be under the control of the Principals of the schools to which such libraries belong, subject to the direction of the Board of Education.





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